

Childhood Education

For the Advancement of Nursery-Kindergarten-Primary Education

DOROTHY E. WILLY, Editor

FRANCES McCLELLAND, Associate Editor

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Next Year—

■ No matter how interesting your summer vacation may have been, or how many new ideas you may have the first day of school, or how carefully you have planned your new year's work, it will help considerably to have CHILDHOOD EDUCATION on your desk early in September. So, to meet your beginning-of-the-year needs, the first CHILDHOOD EDUCATION for 1936-37 will be a September issue—in lieu of the usual June issue—devoted to the general topic of "Good Beginnings." A brief summary of the plans for succeeding numbers for 1936-37 will be found on pages 422-23 of this issue.—The Editors.

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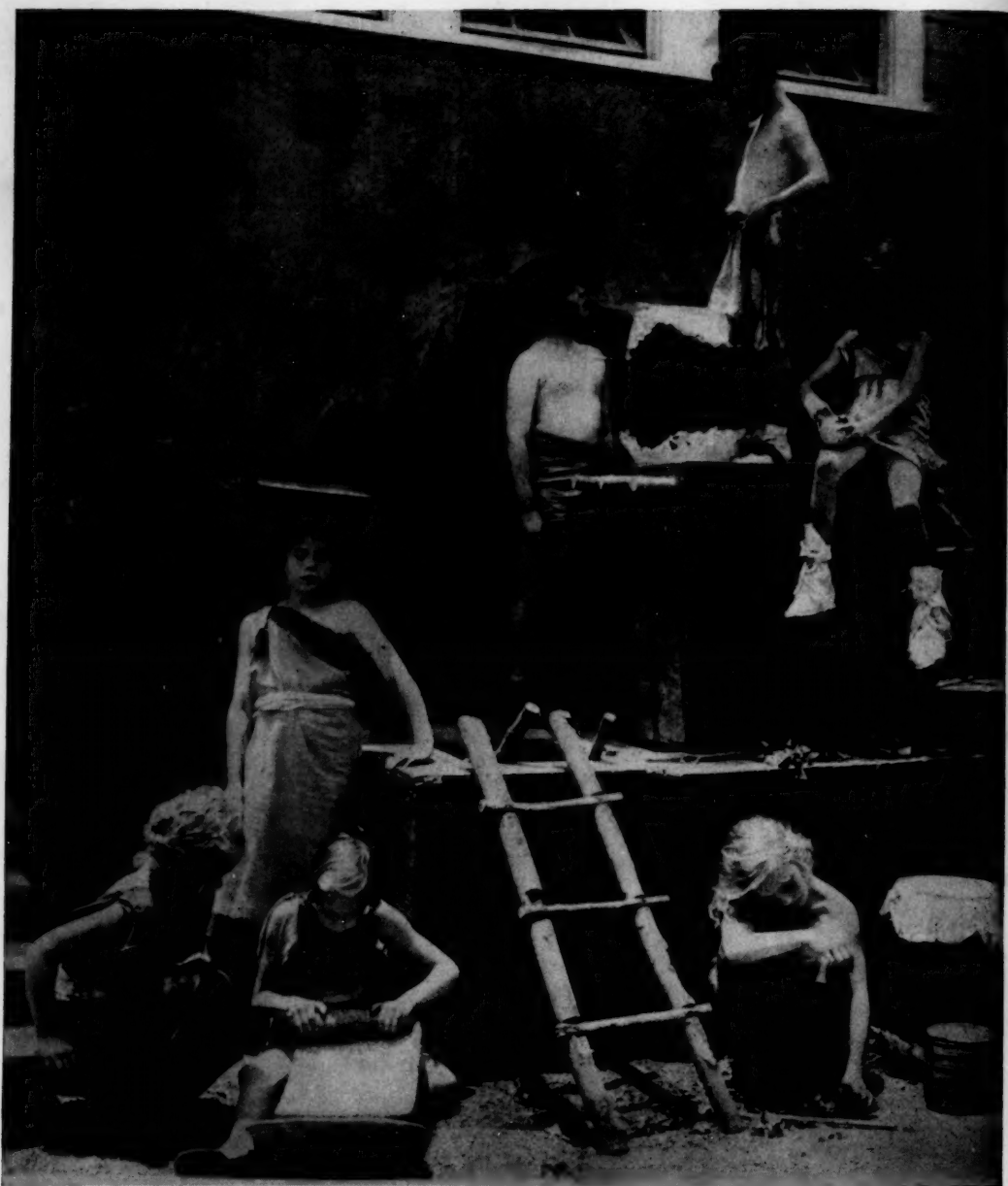
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Photograph by Thelmer Hoover

Elementary School, University of California at Los Angeles

Stories of the Indians who built pueblos have well-defined dramatic possibilities which these fourth grade actors are trying out.

Editorial Comment

Vacation Planning

WE HEAR much these days of economic planning, social planning, educational planning. No less important is individual planning, and for teachers, vacation planning. The long summer vacation is one of the great advantages enjoyed by our profession and, at the same time, one of its serious responsibilities. Not only should we help children plan wise use of this period, but we must also insure profitable investment of our own precious vacation weeks. If wholesome and continuous growth be the supreme objective of education, we must value it for ourselves no less than for our pupils. Only thus may we be "a fountain to our pupils, and not a stagnant pool."

LET US plan our vacations, then, in terms of our greatest need. Is it renewed health and vigor? Is it new inspiration and faith in teaching? Is it a deeper and richer background? Is it better understanding of children and additional professional equipment? Is it a more intimate acquaintance with nature and the great out-of-doors? Is it a broader contact with people and with the work and play of the world? Long-term planning is profitable, also. Let us plan from year to year so that a variety of experiences will bring balanced growth toward a more complete and wholesome personality.

A valuable vacation is not necessarily costly. Most of us could spend many profitable months exploring the resources of our own communities, seeking out the glory and wonders of the commonplace. We know so little of the birds, the flowers, the trees, and wild life of the immediate neighborhood. In many cases we have had even less personal contact with the industries, trade, and business activities of the community. We who attempt to interpret life need intimate contact with the work of field and factory, shop and studio; we need close acquaintance with the life, aspirations, and problems of the diverse elements in our population. Nothing that concerns human beings can be alien to us.

The advantages of travel at home or abroad, and the benefits of social contact, inspiration, and enlightenment that come from summer school attendance are too well known to require emphasis.

WHATEVER the outcome, let us plan thoughtfully for the vacation period, resolve to live and experience richly, and determine to return to our teaching with renewed enthusiasms, broader interests, deeper understandings, new courage, and more human sympathies.

—JOHN A. HOCKETT

Legislative Literacy for Teachers

UNDER modern conditions it is of great practical advantage to a teacher to know the law which relates to her profession. This is certainly true of teachers of *young* children. A knowledge of the educational rights of young children, established by law, is of considerable value to teachers who seek to preserve and enlarge those rights. There is a legal maxim which has come down from time immemorial to the effect that "The law aids the vigilant, not those that slumber." Children are not in a position to know or to assert their educational rights and interests. This is the prerogative and duty of the teacher, and woe to that teacher who slumbers with respect to these rights and interests.

What should a teacher know with respect to the law affecting education? Among some of the important things are:

The minimum age at which a child is legally entitled to attend public school, kindergarten, or nursery school.

The entrance requirements (other than age), such as vaccination and health examination which must be met before children may be admitted to school.

The legal authority of parents to direct the education and training of their children.

Liabilities of teachers for negligence with respect to injury of children while attending school.

When, if ever, corporal punishment is permissible.

The general disciplinary rights of teachers, and their regulatory power with respect to disciplinary matters.

Laws and regulations with respect to school hygiene and sanitation.

Legal provisions for the support of schools, kindergartens, and nursery facilities.

Compulsory school attendance requirements, exemptions, etc.

Academic rights of the teachers and children.

The legal philosophy as to the educational and social rights of children in contradistinction to the rights of adult persons.

FINALLY, a teacher who learns the law pertaining to her profession not only increases her capacity to preserve and enlarge the educational facilities for children, but she is also protecting herself from many delicate and perplexing situations. Knowledge of the law governing her profession will exercise a restraining influence and prevent her from overstepping the bounds of her legal authority or from neglecting those duties imposed by law. She is thus freed from legal controversies and unfavorable publicity which usually spring from such circumstances. In short, a knowledge of educational law gives to her profession a significant degree of ability, confidence, and security.

—WARD W. KEESECKER

International Cooperation in Education

MARIE BUTTS

IN HER introduction, Miss Butts said:

"Teachers, the world over, have been trying hard since the war to improve international relations, to establish them on a basis of friendship and brotherliness. They have realized their responsibility and felt that if education could do nothing to change people's attitudes, there was not very much hope of the present civilization surviving. Most teachers belong to associations that are banded together into great international federations, generally created either since the war or shortly before it."

Miss Butts described briefly the work of such educational organizations as the World Federation of Education Associations, the International Federation of Teachers' Associations, the International Federation of Associations of Secondary Teachers, the Teachers International Professional Secretariat, the New Education Fellowship, and the International Bureau of Education. "About thirty years ago the principal international organizations working among young people—Y.M.C.A., Y.W.C.A., Scouts, Junior Red Cross, etc.—joined together to form the Liaison Committee of Major International Organizations in order to coordinate their efforts for bringing young people to look upon international cooperation as the normal way of running the world's affairs, instead of deadly competition."—The Editors.

All this machinery (the organizations described above) for establishing better international relations exists. All of these things and many others are made possible by the devotion of teachers to the cause of international understanding and goodwill. Hundreds of thousands of teachers have proved that they sincerely wish for better relations between the nations and are working for them by fostering in their pupils friendly attitudes and sentiments. And yet we cannot flatter ourselves that we are nearing the goal. We find tariff barriers everywhere; the depression and terrible unemployment have made all the nations protect themselves

This, in part, is the Susan E. Blow Memorial Address given at the national convention of the Association for Childhood Education in New York City, sponsored by the New York Kindergarten Association. Miss Butts is Secretary General of the International Bureau of Education, Geneva, Switzerland.

against any invasion of foreign workers, intellectual as well as manual; in Europe, where frontiers are all over the place, you cannot move without a passport; race prejudices and race hatred seem to have grown, instead of diminishing. International relations seem to have been getting steadily worse during the last four or five years.

Ten years ago we certainly underestimated the difficulties ahead of us. Full of enthusiasm, we thought that giving children a sort of general friendliness towards foreigners and being careful not to say unkind and prejudiced things about other nations in our history books and history lessons, were going to be sufficient. We thought that boys and girls were going to be induced quite easily to adopt really friendly attitudes and to become excellent internationalists. That has not been the case. We have entered, on the contrary, a period of growing nationalism; countries are highly suspicious of one another; every nation is re-arming, and young people are wondering whether war is not a fine thing after all. There are, of course, political and economic reasons for the militarism abroad just now which are beyond our control and for which we can only feel ourselves indirectly responsible. Are, then, all those friendly messages, those friendship dolls, those exchanges of letters, those travels abroad of no use at all? Surely, yes, they are useful, only they are not enough. Can we do nothing more, we teachers who believe in education,

to bring about a better state of affairs? Surely, yes, but we shall have to go much deeper than we had thought to be necessary. Peace does not just happen; it has to be conquered, and it is going to be very hard to conquer.

Professor Piaget, director of the International Bureau of Education, has pointed out that fine ideals do not get us very far, especially since the ideology behind nationalism makes a more direct appeal than the ideology behind internationalism. Yet we teachers realise that without an adaptation of our minds to international relations our national life is threatened with extinction, such is the complete interdependence of nations and of civilizations in the modern world. But it is much easier, he asserts, to give elaborate lessons on fine theories of peace and internationalism than to instil into the minds of our pupils the one basic idea—indispensable, simple, and concrete—that our point of view, consequent upon our background and thus perfectly justifiable, must be seen in perspective; that is to say, in relation to the different but equally justifiable points of view of our neighbors. And, therefore, that truth—in every realm of thought—is never found ready made, but is the result of a strenuous effort to coordinate different perspectives. We have, then, to give up the comfortable notion of the absolute value of our point of view, and to relate it with other and very different points of view, which is precisely the basis of good international relations. It is very difficult for us to do this, because the spontaneous tendencies of our minds lead us either to set up our self-centered point of view as the absolute truth, or to dream of an abstract and ideal humanity which has no reality.

In a very fine article on "Education for an International World," Dr. Oldham of the International Missionary Council shows that the great obstacle to world harmony is that the central loyalties for which men are ready to die are so difficult to reconcile. He calls these religions, because they command absolute devotion. He describes four: national-

ism—as we see it in Italy, Germany and Japan—which makes a tremendous appeal because men having become weary of extreme individualism have found in nationalism "a new absolute to which they can make a complete surrender"; communism, which gives Messianic visions of world salvation and is a faith and a hope that release great energies; belief in a scientific world state of which H. G. Wells is the prophet, though perhaps that is hardly a central loyalty for which men would die. And finally, Christianity, as he understands it, which gives an attitude of respect for the other man and acknowledgment of his claim to an existence as independent as our own. Our business, as teachers, is to conquer this attitude for ourselves and to lead our children to get this fine sense of community.

So much for the positive aspect of the question. But there is another aspect, more negative but perhaps equally important, and to which teachers of young children should be particularly alive. Children are, as we know by experience, extraordinarily sensitive to atmosphere, highly influenced by example, and remarkably clear-sighted. Also, spontaneous reactions and natural reflexes are, we are told by psychologists, probably conditioned in early childhood. If, therefore, a small child, even before he enters the nursery school, lives in a quarrelsome atmosphere; if he witnesses unfairness of any sort; if he has to do with persons of proud, overbearing, tyrannical, jealous or envious dispositions, we can hardly expect him—later on—to bring an open, friendly, fair and tolerant disposition into international relations. He will have to be fighting continually against bad attitudes. There are still many parents who do not realize the enormous influence on life of the first three years because they are not acquainted with child psychology, and many others who have been educated in psychology will not subject themselves to the necessary discipline. Teachers may often have the opportunity of opening the eyes of such parents

who after all love their little ones and do not wish to spoil their lives.

When a child is a little older, too, how many unfortunate influences he is subjected to. A child is naturally quite free from race and class prejudice. But how often we grown-up people thoughtlessly awaken these prejudices by our words or our acts. Generally quite innocently, simply from lack of thought, by reading a comic story aloud, or showing a comic picture, or giving a one-sided description, e.g., the Irish and Scotch in England; the Chinese in a film and comic picture. Quite often, in a delightful company, we hear the expression of very strong opinions couched in violent language, against some individual, or some group of people, whose philosophical, religious, political or social opinions do not square with those of that particular set. An exhibition of intolerance, of course, is not lost to little ears. Are you and I quite sure that we do not sin in this way? And if not, do we do more than merely keep to ourselves our disparaging remarks about such and such a nation, or such and such a group of people inside our nation? Do we try to understand these people? I once read the following sentence in an unsigned paper: "Mankind is learning nowadays that the human intellect is an organ of partiality. (You should hear Claparède, the Geneva psychologist, on the subject!) People with different intellectual background live to all intents in different worlds, and their mutual contacts are occasions of irritation and bewilderment. They do not even see the same facts. As a consequence, they take refuge in moral judgment when their only real hope is in an unprecedented effort of imaginative and intellectual sympathy."

Finally, we shall—I think—have to go much deeper in recognizing the practical difficulties in the way of international cooperation. We see now that without collective sacrifices we are not going to obtain peace.

From each of our nations—and not only from the other peoples of the world—sacrifices will be required. We shall have to be willing to accept these sacrifices. We shall have to prepare a generation of citizens with enough vision to realize where lies the real prestige, power, and security of their nation and to give up the glamour of false prestige, the vain glory of unlimited autonomy, the trust in ever increasing armaments. This will involve honest, fearless thinking on our part and not all of us are really fond of hard thinking. We British, at any rate, are apt to go muddling along, "doing the next thing" with more zeal than knowledge or clear thinking. We are not incapable of holding in our minds at one and the same time two mutually exclusive ideas or beliefs—such as an ardent belief in the League of Nations and an equally ardent belief in the absolute autonomy of the British Empire—thereby proving that we have not faced the implications of either. I think we cannot overestimate the importance for teachers today of the duty of serious thinking.

The times are indeed difficult, yet we should not despair. The task that now faces teachers is the elaboration of much more practical programs and more efficient techniques for a sound education in international cooperation—not the same in each country, but adapted to the conditions of each country. It is unsound psychology to fight crude youthful nationalism by lecturings and scoldings. Our business is to lead our children gradually to distinguish between dangerous nationalism and sound patriotism. We have to find positive dynamic methods of harnessing the enthusiasm of young nationalists to the business of studying facts seriously and of learning to think creatively, in order that they may fit themselves for finding out how to secure the happiness and well-being of their beloved country in a brotherhood of happy and peace-abiding nations.

Our Theatre's Need

MARY WARD

IF ANY one should ask me, "What is the great need of the theatre in America today?" I should answer without a moment's hesitation, "Trained, intelligent audiences."

With only the best type of older manager surviving, with the steady growth of organized groups of professional actors, with the influx of college-bred men and women into the scene, the American theatre now stands at a point where it could become the greatest in the world but for one very serious lack—an audience to support it. We shall never have this audience until we ourselves create it through the training of our children.

It has always seemed a strange thing to me that in these United States we have so neglected to train children in appreciation of good entertainment. Some few cities that boast symphony orchestras have special concerts for children and offer prizes at the end of the season to those who know most about the music they've heard. No such service, as far as I know, has been performed for the theatre or the motion pictures. Some organizations, it is true, have tried to "clean up" the pictures, but it doesn't necessarily follow that the films pronounced pure are going to raise the standards of taste and appreciation. The truth is that we just don't think about the importance of what children take into their minds in their leisure hours.

Since the price of admission to the neighborhood theatres is usually fifteen or twenty cents during daylight hours, far too many parents have formed the habit of thinking of the moving picture houses as a crèche where Johnnie and Susie may be kept off the streets with their traffic dangers, or from under mother's feet if she is busy. For one mother who finds out the nature of the picture her child is to see, there are probably five hun-

Miss Ward, Press Representative, formerly with Eva Le Gallienne, this season with the Theatre Guild, New York City, has prepared this briefed form of her address, "Trends in Drama," which was given at the dinner meeting of the Association's national convention in New York City, April 28-May 2.

dred who give their young hopefuls some change and tell them to "run along to the movies." And the children run along, with the result that our infants of nine upwards—and sometimes downwards—know more about gangsters, sex, war, thieves—both the rich and the poor varieties—and disillusionment than most of their parents knew at the age of twenty.

Nor has the problem of what children take into their minds in the way of entertainment been lessened by the advent of the radio. On the contrary, it's been increased, for Johnnie doesn't need even a dime for this entertainment. All he needs is to turn a button, and presto! he can pluck prison records and the crimes that led to them right out of the air, to say nothing of the appalling sounds emitted by crooners, blues singers and ultra modern jazz bands! And this goes on daily even in our better homes as witnessed by a story told me by an acquaintance.

This woman, who had attended good schools and who lived in a home far above the average for comforts, had a boy of nine who was a radio enthusiast. One evening this mother asked her son to listen to "A Midsummer Night's Dream" which, especially arranged for children, was being done by a distinguished artist. The child listened for less than three minutes, and then exclaimed, "Oh gee, Mother, this is dull. Get me something good. Get me a murder story." The obliging mother dialled until she got the de-

sired program, and in recounting the incident later said, "Wasn't that the cutest thing of Willie?"

I've often thought that if that same child had demanded plum pudding or mince pie and ice cream for his supper instead of spinach and baked potato, his mother probably would have said, "Certainly not! You'll eat the vegetables because they're good for you. That rich food would make you sick." When it came to his mind, however, the most sensitive thing about any child of nine, his mother thought it "cute" that he preferred murder and bloodshed to the fantasy of Shakespeare's dream world!

The thing that really opened my eyes to the possibilities of what entertainment may mean to children and the importance of guiding their taste, was an incident that occurred while I was manager for Eva Le Gallienne's Civic Repertory Theatre on 14th Street in New York. For a long time we had been annoyed by marauders who stole electric light bulbs from the outside signs, slashed posters, broke picture frames, and made themselves a general nuisance. Shortly after assuming my duties, I left the office late one afternoon to discover that sixty dollars worth of new posters, which were supposed to last throughout the entire season, had been badly mutilated. I issued an order to the superintendent of the building to keep on the lookout for the vandals, and that if caught they were to be brought to my office if it took every policeman in the neighborhood.

One afternoon about a week later, there was a great racket outside my office door, and the superintendent (a very large and very black Negro) entered holding in each fist a very dirty, very ragged, and very frightened little white boy. They had been caught on the marquee stealing electric light bulbs. Dismissing the man, I began to question the children. Beyond their names, their addresses, and that their ages were nine and eleven, I could get little. Finally I said, "Well, of course what one usually does with people

caught taking things that don't belong to them is to turn them over to the police." Then the boys suddenly came to life. The lip of the smaller one began to quiver and the eleven-year-old said, "Please, Lady, don't do that. Our folks couldn't get us out. He ain't got no father and my father hasn't worked in over a year."

"You should have thought of that before taking those bulbs," I answered, and then a sudden inspiration seized me. "Do you know what goes on in this building?"

They shook their heads.

"Did you ever see a play?"

"No," answered the elder, "and what's more, I don't want to."

"Whether you want to or not has nothing to do with it," I answered. "There's going to be a play here next Saturday afternoon called 'Peter Pan.' You can either come here at 2:15 and go with me to see that play, or if you don't, I'll be at your homes Monday morning with a policeman. This taking of light bulbs and slashing of posters has got to stop, and I believe that if you know what goes on here you'll want to help me take care of this building."

Saturday came and with it the two boys, giving no evidence of having met with any soap and water in the meantime. Every seat in the house had been sold and even standing room on the orchestra floor. I took the children to the rear of the first balcony where they had a good view of the stage, where there were no other standees, and where a little ventilation could be had occasionally by opening a door. Then I stood back and watched them.

At first my guests were very sullen—only fear of a worse fate befalling had made them come. Then, bit-by-bit, the magic of Barrie and of Eva Le Gallienne's *Peter Pan* got hold of them. They grew more and more excited until that wonderful scene where Peter Pan rushes to the footlights and says of his guardian fairy, Tinker Bell,—"Tink's dying, but she says that she thinks she could get well

(Continued on page 423)

When "The Play's the Thing"

MARGARET MANNING ROBERTS

THE November issue of CHILDHOOD EDUCATION¹ contained an excellent discussion of how to judge a good story for children. This same measuring stick might be applied to good stories for dramatization, with an added notch for the measuring of dramatic qualities. Not all good stories have this requisite, and perhaps that is why so many dramatizations fall below both the teacher's and the children's expectations.

The guiding principles underlying the dramatizing of a story might be summed up as follows:

The story must be well known to the actors.—To read a story once does not mean that the group of actors is familiar enough with its plot to reproduce it as a play. The story should be part and parcel of each actor in order that he may forget himself while being his chosen part. Such tales as the *Three Billy Goats Gruff* and *The Three Bears* are known backward and forward by almost every group of children, and they make an excellent starting point for a repertoire of plays.

The story must have well-defined dramatic possibilities.—The story must be so colorful and vivid that both its actors and its audience for the moment, at least, believe that "all the world's a stage." No doubt this is why many of the traditional fairy tales are so well adapted to dramatization. They interpret and reflect life's experiences with beauty and expression; they are simple in detail; their action is dramatic; they are told in picturesque language; and they often present excellent unity between the printed word and the thought to be conveyed. The

From paper bag puppets and dowel stick movies to plays in which the children themselves are actors, Mrs. Roberts of the University of California in Los Angeles shows how stories and books may become more alive, more realistic and more usable to young children.

tales of the brothers Grimm, as well as those of Jacobs and the modern fairy tale writer, Hans Christian Andersen, all present wonderful possibilities for dramatization.

The action must move swiftly.—This important detail must move rapidly if interest—both the actors' and the audience's—is not to lag. This is why some stories which fall flat when the children take the actors' parts, blossom anew when used as moving pictures or puppet plays. *The Bojabi Tree* by Edith Rickert illustrates this point. In it, some of the most impressive moments come when each animal, in turn, goes up the river to interview King Leo, and again, when he returns with the king's momentous answer. When the children themselves take the parts of the animals, these moments of suspense lack breath-taking reality, but when given as a moving picture show, the audience sees the picture on the "screen" and hears the narrator say: "All the night and all the night he rowed . . . he rowed . . . and he rowed."

The dialogue must be convincing and move easily.—The dialogue is best if "free speech" is the vehicle employed, but even so, care must be exercised in ascertaining each actor's conception of his part before the play begins. If the story carries refrains or especially pleasing phrases, the children themselves like to be exact in these parts, realizing how adequately the author has expressed the thought to be conveyed. Children's original stories make excellent vehi-

¹ "Some Criteria for Judging Stories for Children." By May Hill Arbuthnot. CHILDHOOD EDUCATION, November, 1935, 12:65-72.

cles for dramatization because the phrasings used are their own expressions, or are made their own from their reading experiences.

If dramatization of stories is to be a part of the lower school's work, and its values are too many to be discounted (it gives pleasurable outlet for self-expression; it is a means of clarifying the children's experiences and understandings, and its social values are legion); it must have its beginning in one of two sources—the children themselves must suggest it, or there must be a definite need for asking them to dramatize it. To play a story spontaneously and joyously is one thing; to play a story for no really good reason is quite another.

Until children have reached at least the second grade, dramatization of experiences (dramatic play) is a much more child-like activity than the giving of plays, for in the latter there is necessarily a more set and rigid line of thought as well as of action. But the dramatizing of "real life" experiences—being the fireman, the grocer, the airplane pilot—through the use of play materials and toys is a forerunner of later dramatization of stories. Kindergarten and first grade children rarely suggest dramatizing a story themselves, though they often incorporate into their play the most dramatic parts of their favorite tales. For instance a group of four-year-olds delights in playing *Little Black Sambo*. But playing it, to them, means roaring like tigers, stopping anyone to say, "Gr-r, I'm going to eat you up!" They are tigers, pure and simple, and rarely, without suggestion from their elders, get beyond this stage in their story play.

One kindergarten whose children have a large fund of stories from both home and school, delights in "making up" its own tales. One day an original story, as told by a small girl, had to do with a family of seven rabbits—five "children" and their "mother" and "father." The rabbits hopped into a neighboring garden for a bacchanalian feast on the tender green vegetables, and while

they were enjoying their meal, in ran the neighbor's barking dog. The rabbits, put to rout, dashed home. "Let's play it," said someone, which they did with great gusto, thus marking the beginning of a number of such simple dramatic plays.

In an A2-B3 room of assorted ages and sizes—the oldest children were past nine—the teacher had planned to study foods. Accordingly, different stimuli working toward the desired end were introduced. But the children would have no traffic with food. They were interested in a new drive-in theatre just opening in the neighborhood. Having discovered what interested these particularly disinterested children, the teacher's course was plainly marked. Instead of studying foods, the class embarked on a study of the theatre!

They began by giving informal plays, using first a story well-known to the group—*The Three Little Pigs*. The children took turns in being the "actors," and after each play held a discussion, centering around such points as why each actor for that particular day had done his part convincingly or what improvements were necessary if a more realistic performance was to be achieved. Costumes and stage properties were meager as the room afforded little in the way of materials. Paper, crayolas, odd bits of burlap, and muslin were the only resources.

The need of a place to give plays soon arose, and the group launched into an ambitious building activity. The stage, with its box office, extended across the front of the room. There were dressing rooms at each end. Purple velvet curtains (long stored portieres from the teacher's own home) were the crowning touch.

In all, thirty-five plays were presented. Many were old well-known nursery tales, but the teacher was careful to have beautifully illustrated copies of these "current" plays on the library table, and the children turned to them constantly for new ideas as well as to clarify old ones. Some of the most



Elementary School, University of California at Los Angeles

A Mexican interior as planned and played by these eight-year-olds

satisfying plays were *The Pied Piper*, *Cinderella*, and *Hansel and Gretel*, and favorite scenes from many others were often reenacted.

The children themselves were not always the actors in their plays. The idea of making something else do the acting came into being when a child stuffed a paper bag with paper cuttings, cut an egg-shaped head from manila paper, and painted a face and hair with poster paint. The neck of the head was reinforced, then pinned to the top of the paper bag. Arms were made of twisted paper and stuck into place. A costume was made by painting the bag. The open end of the bag was twisted into a satisfactory handle with the result that a wave of puppetry swept the room. Animals were made in the same manner—the heads drawn by the children, and tails of rope or yarn added.

For puppet plays the box office of the theatre served as the stage. Different back drops were painted on large sheets of paper and mounted on heavy cardboard which fitted the back of the box. Scenes from *The*

Poppyseed Cakes (Clark), *Hansi* (Bemelmans), *Cinderella* (Perrault), *Johnny-Cake* (Jacobs), and many other stories made interesting plays. Changes in the personnel of the puppeteers made no two plays alike. While the characters and scenes remained the same, each puppeteer interpreted his character differently.

Shadow puppets followed those made from paper bags. Silhouettes of the characters to be used were cut from bristol board, painted with water colors, and made transparent with linseed oil. These were mounted on a stick, the puppeteers holding the stick as they crouched behind the stage. Celophane made excellent flowers and trees when such a setting was needed. The most successful play using these puppets were scenes culled from *Pinocchio* (Collodi).

The actual building of the theatre in this room brought to the children's attention the materials needed, and after a visit to the lumber yard, deep interest was shown not only in the uses of lumber but in forestry and lumber camps. So, close beside the different



Photograph by Thelmer Hoover

Elementary School, University of California at Los Angeles

At the court of Montezuma with its glamour and its splendor

kinds of play-making already described, went a study of lumber. Through their reading and discussions, these children accumulated an enormous amount of information concerning the different kinds of trees and their growth. Because they were also interested in plays, it was only natural that someone should suggest using their lumber material in the making of a play. This play, when finished, centered around life in a lumber camp deep in the north woods where trees are grown and felled for later house-building. Different children took the parts of the lumber jacks, and when the need for music arose, a creditable original song was produced by the group. They used it while they were felling the trees:

Sawing, sawing, sawing away
There's lots of wood to saw today.
We saw, we cut, and one-two-three,
Into the stream we heave the tree.

Little costuming was necessary, for lumber jackets and mackinaws were already hanging in the coat-room.

Stories, supplementing the informative material in activity units, not only heighten the children's zest for play, but supplement their own ideas. For instance, in a fourth grade where China is the unit of work, the stories found in *Rabbit Lantern* (Rowe), and *Little Pear* (Lattimore) are of infinite value in helping the children to re-create a Chinese scene in their own Chinese setting. This is true for any unit of work, whatever the grade. More often than not the children do not dramatize the whole story—they choose the parts from one or several stories that fit their needs, and combine the whole into a dramatization which has not only continuity but is, in the main, their own production.

This is the type which makes an excellent play for an assembly program or to use in entertaining the room's mothers. Through such a production, much of the room's daily work and many of its interests (individual and collective) can be seen clearly.

A third grade teacher successfully used

puppets to help her children learn that reading could be fun. In the beginning of the year, no child approached the library table; no one seemed to enjoy even handling books or looking at the pictures. So the teacher planned to give a play. First she made herself some heads for puppets. For these she used hollow bamboo sticks and covered them with papier maché faces. A half dozen heads made a dozen characters for her plays, because she made wigs of yarn to vary their appearances. The costumes were dolls' dresses or boys' suits, copies of the characters' clothes in the story she meant to tell.

The first play was a surprise—for the children, not the teacher. She used a table for her stage, and had no stage properties. She put the puppet costumes on her hands—second and fourth fingers in each sleeve. Her third finger ran through the bamboo stick which held the head.² She stopped her play—it happened to be *Miki* (Maude and Miska Petersham)—in a most strategic point, telling her audience that if they cared to read what happened next, there were several copies of this book on the library table, and the child who finished the book first, was to finish the play with the puppets. The room

² For some, it is easier to use thumb and second finger for the arms, with the first finger for the head.

read with a will, for each day a scene from a different book was presented until no outside stimulus was necessary to help the children enjoy their library.

Plays using hand puppets or moving picture plays are the types of plays best adapted to the dramatization of stories. Both are quickly and easily concocted by the children, which are important factors in play-making. If too much time is spent in *getting ready* to play, much of the enthusiasm and interest—children's and teacher's alike—will be lost.

A "movie" can be made in this way: scenes from the story to be used are chosen and painted on large sheets of unprinted newspaper. When all are finished, they are mounted in sequence on a long strip of heavy wrapping paper. Each end of the heavy paper is tacked to a dowel stick. Two children, each holding a dowel stick, unroll and re-roll the "film," while a "narrator" tells the story.

Plays in which children themselves are the actors are more natural and child-like, when used in connection with a unit of work. Stories and books, chosen because they measure up to the standards set for good children's literature, supplement and give life to the informative material, making it more realistic and thus more usable.



Teach the ignorant as much as you can; society is culpable in not providing instruction for all, and it must answer for the night which it produces. If the soul is left in darkness, sins will be committed. The guilty one is not he who commits the sin, but he who causes the darkness.
—*Les Misérables*.

Along the Shore

LAURA G. WILKINSON

DURING the first week of school the children in the 2B grade talked of many things they were interested in and might want to learn more about at school. A few rocks, birds' nests, shells, pine cones, and arrowheads were brought in during the week. We thought it would be well to have a name for our collection. Specific names were offered, but the grade could not agree upon any one of them, for the articles were so varied. Annie Lou said she had visited a big building in Raleigh that had many different things like these in it, but she couldn't remember the name of it. Billy said, "I know, that was a museum." At once our collection was named "Our Museum."

The children were more interested in the shells than anything else so we decided to study shells first. When Mary brought in a cockle shell for our museum and Charles asked what kind it was, the teacher answered his question with the familiar rhyme—

Mary, Mary, quite contrary
How does your garden grow?
With silver bells and cockle shells
And pretty maids all in a row.

Other shells began to appear as time went on: conch shells, clam shells, oyster shells, and olive shells. When each new shell made its appearance, it was duly identified and its name was printed on tagboard. We then learned all we could about it from various sources.

The list and the collection continued to grow and one day Barbara said, "Miss Wilkinson, some of our shells have two shells to make one and some have only one shell." The time seemed ripe, then, to classify our shells into two kinds, univalve and bivalve. This was done and a chart was made of each class.

Everyone can't live along the seashore, but brooks, ponds, and rivers have their interesting and funny creatures, too. Miss Wilkinson, teacher in the 2B grade, Sanford, North Carolina, public schools, describes how her pupils developed an interesting project from their own immediate environment.

One day Betty aroused the grade's interest in crabs. She had been to the shore and told us about "a funny thing she saw with four pairs of legs." A general hunt for crabs resulted.

We were surprised to find that there were so many different kinds of crabs and that there was so much to learn about them. Shells of horseshoe, blue, box, pinna and hermit crabs were brought to school and added to the museum. Many of the children searched in the fish box at the market for specimens. The hermit, fiddler, horseshoe, and pinna crabs were the children's favorites.

A starfish and sand dollar were brought in. When the children found out some of the habits of these funny creatures, they became interested in other queer ones: sea-horse, jellyfish, coral, sea urchin, etc. Four kinds of coral were also brought in and identified.

The poem, "I'd Like to be a Lighthouse," by Rachel Field caused questions to arise about lighthouses:

Why do we have lighthouses?
How do lighthouses help the sailors?
Where are lighthouses put and why?
Are lights in every lighthouse the same color?
How far will the light shine?
What is the sound of a fog signal? How far
can this signal be heard?
When does the signal help the sailors?

The children were much interested in finding answers to their questions. From the Department of Commerce we obtained

CHILDHOOD EDUCATION



Common Spider Crab

names and addresses of lighthouse keepers. Particularly interesting and informational was the illustrated letter from a lighthouse keeper at Thimble Shoal, Virginia, showing a diagram

of his lighthouse and telling of a typical day in a lighthouse. Many other questions were asked; some of these were answered by the lighthouse keepers with whom we corresponded.

The children planned to find out all they could about the sea, the funny creatures in the sea, things to be found along the shore, and different ways in which the sailors might get help while at sea.

The information could be gained from letters from lighthouse keepers, from talking with someone who had been to sea, from pictures and books, from visits to fish markets, and from articles brought in for the museum.

The children suggested making a large book of stories as well as individual books composed of the stories in the class book. They also wanted to make a riddle book. Two chapel programs were planned. It was suggested that the money won by having the most mothers at the P.T.A. be used to buy pictures, including "Hearing" by Jessie Wilcox Smith.

The children thought that show cases should be provided so that the shells they collected could be left at school for a permanent museum. Plans for the building of a lighthouse were particularly alluring.

In the light of these plans the work was soon underway. Many related stories and poems were read. Many problems in number were encountered and overcome in the building

of the lighthouse and in the measuring of shells. The children were much interested in the fact that in some parts of Africa, cowry shells are used as money and they enjoyed find-

ing out how many cowry shells it would take for various amounts of our money (twenty of them are worth one cent). Concepts of "pairs," of "hours in day and night," and of "distances" were gained also.

Letters were written to lighthouse keepers and of course the answers required letters of thanks.

Many stories and poems were read and enjoyed. The lighthouse was built, a stand was made to hold the large story book, and rattles such as the Indians made from cockle shells were fashioned and used. All of the children's original plans were carried out and many more besides.

Paintings and drawings appeared like magic. Many valuable science concepts were gained: for example, shells are able to protect themselves and shells are made from lime excreted from sea animals.

One day two girls from the fifth grade of the West Stanford School sent us an egg ribbon and some shells. Later a group of children from our room went over and told them about the things we had learned because of their gifts to us.

Common materials brought in and used by the children included:

Items	How Used
Shells	To teach kind of shell (at least fifty different kinds).
Pictures	On bulletin board—many newspaper pictures. Example: lightships, shark's tooth, queen conch shell, clam shell, crabs.
Cigar boxes	To paint and to use as containers for shells—made it much easier for children to handle shells.
Hide	To strip up and use to tie shells together for Indian rattle.
Sticks	For Indian rattle.
Barrel hoops (all sizes)	For frame of lighthouse.
Long strips	To hold hoops together.
White hat boxes	For outside of lighthouse.
Cow horn	For fog signal of lighthouse.
Books	For pictures, for independent reading, for general information.



Brittle



Starfish

ALONG THE SHORE



The following information was compiled by the children:

There are many kinds of crabs, but all crabs have their bones on the outside, four pairs of legs, two pincers, and thousands of little eyes in their big eyes.

Pinna Crab. The pinna crab is the smallest crab. When you are eating oyster stew, you may find a mother pinna crab because she lives in an oyster, while the father pinna crab lives in the water. The mother pinna crab is larger than the father.

Common Spider Crab. The common spider crab is the smartest crab. He is called a spider crab because he has long slim legs. He has hairs on his small back in which he catches seaweed. The spider crab comes into shallow water at night for food. He eats seaweed, mussels, oysters, cockles, and clams.

Hermit Crab. The hermit crab has a very weak back. For this reason he steals a univalve shell for his home. If he sees a shell that he wants to live in, he puts in his pincer and cleans out the shell, backs up in the shell and closes the door with his pincers. He crawls up and down the beach looking for meat to eat and carries his home on his back. If he meets another hermit crab, these two will fight until one of them has to give up his home.

Pear Conch. The pear conch lays an egg ribbon sometimes a yard long. The egg ribbon has little compartments and these compartments are joined together by a cord. In each compartment there are a dozen or more baby pear conchs. When the egg ribbon is ready to hatch, one baby conch in each compartment makes a hole in the top and all the baby pear conchs come out these little holes. They run out into the water and begin to grow. The pear conch helps keep the sea clean. Some people eat them. The pear conch has just one foot and when he sees danger, he closes his door with his foot.

Starfish. We know five kinds of starfish: brittle, common, basket, giant, and cushion. There are many other kinds. The five arms of the starfish come from the mouth which is in the center. Under the starfish's arms are hundreds of little legs. These legs help him get food and help him to swim.

He likes to eat oysters. When a starfish is hungry, he gets on an oyster and begins to suck with his legs. Soon the oyster has to

give up and the starfish punches his stomach out and takes in the oyster.

The mother starfish lays her eggs in the water and baby starfish hatch from them. On the end of each arm he has one little eye. The starfish can bend his arms back and look almost like a Pear Conch sea urchin.



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Pinna Crabs



Hermit Crab



Sea Urchin

Rhythmic Activity in the Kindergarten

JULIA WADE ABBOT

THE first part of our study of children's spontaneous rhythmic activity, an account of which was published in the May issue of **CHILDHOOD EDUCATION**, suggested that this type of expression develops in an informal environment where the child feels free to express his moods. This spontaneous activity is the basis for developing a more conscious type of control when the child is able to make the movement of his body correspond to the mood of the music.

In this experiment we believed that the natural way for children to sense the relationship between music and rhythmic expression was to provide appropriate music in relation to the spontaneous activity. The following examples suggest the effect of the music upon the children:

Eddie ran around the room before school, saying, "I'm a subway train." Other children hooked on for cars and made a noise like a train. Teacher supplied music, train stopped, and children disbanded.

Two new children skipped around the room. Teacher supplied music. Children stopped instantly, even though invited to go on.

Joe—"I can do a tap dance." Teacher fitted "Turkey in the Straw" to his dancing. Other children danced with much merriment. First rhythm to music was a jig.

One child brought four cowboy scarfs and an Indian hat. He loaned the scarfs to other children and said, "Let's play cowboys and Indians." They galloped around the room, slapping their sides. Teacher played music. At first the children stopped and listened. Finding that it was not a signal to stop, they continued galloping. Teacher stopped playing; children stopped galloping; they looked at teacher, expecting more music. Teacher said, "Would you like me to play more music?" Children said, "Yes."

Before school, I saw several boys galloping on the far side of the room. I put "The Huntsmen" on the victrola. They stopped to listen.

What effect does music have upon the individual child? What are the advantages of musical experiences in a natural situation? Miss Abbot, Director of Kindergarten Education in Philadelphia, answers these questions in her conclusion of the study made by a music committee of Philadelphia teachers.

Several others joined the group. It was the first time that all the boys had taken part in a rhythmic activity. They galloped intermittently, then, led by Jay, they jumped aboard an imaginary fire engine, and rode away to the accompaniment of clanging bells and shrieking sirens.

Before school, a group of girls in the afternoon group played ring-around-a-rosy. They experimented with it, facing outward and going around. Another group formed and played "Little Sally Anne." Esther came to me saying, "How about putting on the victrola and playing for us?" We did.

Before school, Phyllis, a last term child, asked the teacher to play some music. Teacher played lively music; Phyllis skipped around the room. Another child from last term joined her. New children stood by and watched. Although invited to participate, they did not respond.

Lunch time—children were washing their hands. While sitting on the floor waiting for a chance to wash his hands, Jack got up and danced. Teacher played "Bonnie Dundee" for him and invited other children to respond. More children than usual participated.

At the Halloween party the children felt less self-conscious in costume because of the spirit of the occasion. Tables were moved back for the first time. Dick said, "I wish we could parade; play some parade music." Children responded joyously with a swinging step.

"Irish Jig" was played. Nearly everyone participated spontaneously, some with a partner. Some lifted their knees high and clapped their hands. Some danced round and round, whirling. Some went sideways. A child in a gypsy costume had brought a tambourine and danced while shaking it. Pauline said, "You've got some in the closet like that; can we get them?" Many

children jumped with their feet sideways, back and forth. Some crossed their feet, jumping rhythmically, putting feet together, then apart.

Xylophone out before school. Various children experimented with it. Pauline danced while Ernest played. Several other children responded. Teacher suggested pushing tables back so we'd have more room. Several groups of children responded to the music.

One day the children began to parade around the yard. The whole group was participating, and one could feel the rhythm and hear the tramp of their feet. Some of the children said, "ta, ta, ta, ta," and pretended they were playing drums. The next day in the room the teacher played a lively march-rhythm on the victrola. The children listened attentively. Many smiled; some nodded their heads; some tapped with their feet; some waved their hands. "Play it again." "Sounds like a parade." "Sounds like our radio." "Let's have a parade." "Let's dance it." The record was played several times and the children listened. Finally, two little girls arose and stepped in perfect time to the music. Each stepped differently. The children were all interested. One little girl called to the others, "Come on." Many of the children responded, most of them responding freely with various rhythmic movements of their bodies.

During an outdoor play period, Luigi took hold of Billy's coat and they began to play "horse," galloping around the terrace in perfect rhythm. I called the attention of the other children to what these boys were playing. When we came back to the kindergarten room, I played "The Wild Rider," and Luigi and Billy galloped around as they had done in the yard. Immediately the other children started to gallop. The next day, as soon as I had finished reading the Bible, Billy came over to me and said, "Miss Roberts, will you play some 'horse' music?"

As a result of studying the records of the individual members, the committee had a clearer idea of the trend of childlike expression, and the suitability of certain types of music for releasing many forms of natural expression. What were the implications of this study for methods in developing rhythmic response to music? It was recognized that every child has "a rhythm peculiar to himself." The beginning of method lies

in the opportunities provided for individual expression. As in other activities of the kindergarten curriculum, spontaneous group plays will grow out of the response of child to child when there is the bond of a common interest. Just as one child joins another in building a boat with blocks, so the child playing on the toy piano alternates playing single notes with the child who is playing on the xylophone.

The question arises as to whether the formation of small spontaneous groups, playing on instruments, should be the basis for organizing the whole class into a kindergarten band. There is no doubt that four- and five-year-old children enjoy beating their instruments together in time to the piano, but there is a necessary mechanization of their activity which makes one question the value of this experience. There is also the possibility that having children keep exact time to music in clapping or marching may destroy the lovely nuance of spontaneous rhythmic expression.

In *The Psychology of School Music Teaching*, Mursell and Glenn write: "Training in rhythm is not best or most fundamentally carried on by means of drill in time values, counting or beating time, etc. Rhythmic training demands first and foundationally large, free, and untrammelled bodily response to music. This is in itself an extraordinary liberation and intensification of musical pleasure. . . . Rhythmic performance always involves a certain subtle departure from the strict time values indicated in the score."¹

There are situations in the kindergarten experience when it is natural for a group of children to play their instruments in concert. A group may join the teacher at the piano and play for the other children to dance. The dramatization of a parade or the circus represents a free, vigorous type of response by the group with instruments. The spirit of the occasion calls for group activity which preserves flexibility of expression.

¹ New York City: Silver, Burdett and Company, 1931.



The teacher plays music in relation to the children's experimentation with instruments

In the past it was customary to play marches for the first group response to the piano because march time is simple and well accented. But is not this practice based upon the idea that the rhythm period is organized to train children to keep time to music? Ruth Doing speaks of the effect upon the child of coming into a large open space: "He generally springs into some free movement such as running, jumping, or skipping. He rarely begins to move in measured or balanced walking." Should not the first music played as a stimulus to activity preserve the mood expressed in "free movement"? A member of the Music Committee describes the first response of the four-year-old group to music as "very lusty in nature with a good deep swing, and a good hard bounce." The use of simple folk music, such as "Jolly is the Miller," "Oats, Peas, Beans," and "Looby Loo," satisfies this mood.

It is important to recognize when the class needs large, free, physical activity rather

than a more aesthetic type of expression. The organization of the rhythm period should be informal enough to study children's needs. Nor should rhythmic activity be confined to one period. When children are in an intimate group, listening to a story or to music, or just after the rest period—whenever the teacher senses a listening mood—music of a more aesthetic type may be played for appreciation. The children may respond rhythmically or merely listen, the rhythmic response coming later when the selection is more familiar.

The members of the Committee feel that this study of spontaneous activity has made them much more sensitive to the moods of children. How to create moods that find expression in various types of music is one problem that needs further study, for they recognize that in striving to get variety of response, soft, slow, or heavy music may sometimes be played without awakening a corresponding mood. The children may be

induced to keep the form in a perfunctory way, but with no real sense of appreciation.

Another problem in relation to "mood" is the disdain of the boys for anything more gentle than cowboys, Indians, and clowns! In some localities this contempt for "dancing" is much more evident than in others, evidently a reflection of an adult point of view. Persuading withdrawn children to participate in the activity is also a problem. The effect upon the child and upon the group when one child repeats his original pattern for the benefit of the group is another. Does the selection of individual children tend to make them strive for attention rather than to express whole-heartedly a mood for the joy it brings? Does the repetition of a child's activity tend to give the group a set pattern? The Committee believes that a more natural situation is created when several children are asked to repeat original patterns simultaneously. The small group situation preserves the original spontaneity and unconsciousness,

and the rest of the children sense the possibility of variety in appropriate response to the music.

The work of the committee is not completed and many other teachers are carrying on the experiment after hearing the committee's report at a general teachers' meeting. While there are many problems remaining unsolved in the organization of rhythmic response to music there have been definite outcomes of the study made by the Music Committee:

1. The use of the whole body in response to music is an outgrowth of spontaneous activity in play situations.

2. The development of musical experiences in natural situations preserves spontaneity of expression and makes the teacher sensitive to the moods of children.

3. Developing sensitivity to music is a gradual process. Children should be given a wide variety of musical experiences in informal situations before the whole group is organized for rhythmic response to music.

Goldfish

By VIRGINIA—Aged 2 years 4 months

Remember the goldfish?

Remember?

Remember the goldfish?

Goes round and round!

Umm!

Swims!

Umm!

Sleeps!

Umm!

Remember the goldfish?

Has no hands.

No.

Has no feet.

No.

Remember the goldfish?

Has no hands.

Remember the goldfish?

Has no hands.

Contributed by LUCY SPRAGUE MITCHELL

The Case for Nursery Schools

DOROTHY E. BRADBURY

NOW, for the first time in the history of educational institutions for young children, research that evaluates such institutions is being accumulated. Formerly, nursery schools had to be appraised in terms of what educators believed to be the benefits of such institutions for the child. It has been only within the last decade that scientists have studied the nursery school and its effects on children.

INTELLECTUAL GROWTH

The researches dealing with the effect of the nursery school on the intellectual growth of the child are at variance. On the one side Goodenough (4),¹ Kawin and Hoefer (7), and Hildreth (6) report studies in which they found no real differences in intellectual growth between nursery and non-nursery school children. Goodenough (4) made a comparison of the intelligence quotients of twenty-eight children before and after a year's attendance at the nursery school with the corresponding mental ranges of an equal number of paired controls and found practically a zero correlation between gain in IQ and length of attendance.

Hildreth (6) compared the Stanford-Binet test records of forty-one children entering first grade with at least four months of nursery school or kindergarten experience to forty-eight children entering first grade without such experience. No real differences were found between the two groups.

The problem of the study of Kawin and Hoefer (7) was to ascertain whether or not there are measurable differences in growth and development between two- and three-year-old children who attend nursery school

This review of research in nursery education presents a case favorable for nursery schools. Miss Bradbury, Research Associate in Publications, Iowa Child Welfare Research Station, concludes, also, that "other changes undoubtedly are taking place and eventually will be measured by research studies."

and children of the same age who do not. The children were paired on the basis of sex, chronological and mental age, and socioeconomic status. It was concluded that in approximately seven months (the time covered by the study) the nursery school does not produce measurable effects on the mental and physical status of two- and three-year-old children.

On the other hand, Barrett and Koch (2, 8) and Wellman (13, 14, 15) find the nursery school affecting the child's mental growth positively. The purpose of the study by Barrett and Koch (2, 8) was to determine the mental test performance (Merrill-Palmer scale of tests) of a group of children living in an orphanage. A group of these children placed from six to nine months under a nursery school régime showed consistently greater gains in mental test performance than did a control group who did not receive the training. The average intelligence quotient was raised from 91.7 to 112.5.

In the most extensive study reported throughout the literature, both from the point of view of numbers of children and length of time involved (13, 14), Wellman found a marked increase in the IQ during the school year for nursery school children. About 600 children attending the preschool laboratories of the Iowa Child Welfare Research Station were examined on either the Kuhlmann or Stanford revision of the Binet scale. Re-examinations were made at ap-

¹ These numbers refer to the bibliography at the end of this article.

proximately six month intervals when the children were in the preschools, and at approximately one year intervals up to the age of fourteen years, six months when they were enrolled in the university elementary and high schools.

On repeated tests, marked increases in IQ were found. Significant gains in percentiles were made over the academic year when the children were enrolled in preschool. These same children failed to gain over the summer months when not in preschool. These gains were not due to practice effects of the test, since groups equated for number of tests gained over the winter but failed to gain over the summer. The greatest gains were made by the children in the lower levels of IQ and the least gains by those in the highest levels, as determined by the fall tests of their first year in preschool. Within the academic year, significantly greater gains were made by those children having seven and eight month intervals of preschool attendance between their tests than by those having five or six month intervals. Children who attended nursery school a greater number of days between fall and spring tests appeared to make greater gains than those who attended fewer days. Children who attended all-day sessions gained more in IQ than children who attended half-day sessions. The author concludes that:

1. Gains in intelligence test scores are associated with pre-school attendance, at least in the pre-school laboratories of the Iowa Child Welfare Research Station. . . .

3. Within certain limits and for children of somewhat superior native endowment, intelligence is modifiable by environmental conditions. (14, p. 69.)

In a later report, Wellman (15) points out that non-preschool children (children two, three, and four years of age not attending preschool) do not change appreciably in IQ over an eight month period. Those who scored around average or slightly above on the first test showed a tendency to increase in

IQ, while those who were very superior, tended to decrease. Preschool children (children attending preschool) having three, four, and five tests increased markedly in IQ, whereas non-preschool children did not.

Moreover, although possessing the same IQ at the same age in the fall, preschool children gained in IQ and non-preschool children did not, so that the two groups were significantly different in the spring.

On the basis of the studies reviewed it is evident that the nursery school accelerates the child's intellectual growth.

PERSONALITY DEVELOPMENT

Most of the studies available indicate that the nursery school also influences the personality development of the child.

A group of twenty-two nursery school children, who had been tested for personality traits by the Bonham-Sargent Scale over a period of six months, were found by Walsh (12) to have developed certain personality traits such as initiative, independence, self-assertion, and self-reliance to a much greater degree than a comparable control group of twenty-one children without nursery school training. They also showed a greater increase of curiosity and interest in their environment.

In a preliminary study of the adjustments of nursery school children to kindergarten, Cushing (3) found no evidence that the nursery school trained child makes an inferior adjustment to the kindergarten despite his handicaps in chronological age. (The thirty-three children rated were, on the average, about four months younger than their kindergarten group.) When compared with a group of non-nursery kindergarten children of similar chronological age, no striking differences were observed. The nursery school group, however, did appear to be rated somewhat superior in their total adjustment to the situation and considerably more so in general attitude.

Green (5) had a rating scale for social

adaptability filled out at the beginning and end of the semester and a report for social traits filled out by kindergarten teachers having children directly from the home and from the nursery school. At both times the average rating given to children from the home and from the nursery school was practically identical. The report on social traits showed that nursery school children reacted more positively than did the home children as a result of their greater independence and social balance.

Taylor and Frank (9) in a preliminary report of a follow-up study of thirty-eight nursery school children, who had been in nursery school for at least one year and were at the time of the follow-up more than six years of age, found that personality difficulties such as temper tantrums and negativism noted as of frequent occurrence by the nursery school teacher appeared rarely to be present in the children in the elementary school. Whether or not this can be considered the result of nursery school attendance is problematical.

These studies indicate that children with nursery school training are more independent, self-assertive, and self-reliant than children without such training. On entering kindergarten, nursery school children are rated somewhat superior to children coming directly from the home in terms of total adjustment.

HEALTH AND HEALTH HABITS

Differences in health between nursery and non-nursery school children have also been reported. In a study of the comparative frequency of certain communicable diseases of childhood in nursery school and non-nursery school children, Updegraff (10, 11) compared the health records of 328 nursery school children in terms of frequency of chickenpox, measles, mumps, scarlet fever, and whooping cough with the frequency of the same diseases in children of like age and environment not attending nursery school. It was found that preschool children con-

sistently contracted fewer of these diseases. Walsh (12) reported that the nursery school children whom she studied developed superior habits of health and order when compared to a group of non-nursery school children.

In a study of the effects of six months' residence in the nursery school upon the child, Anderson (1) found that the home situation was affected to some degree by the school, particularly with reference to diet. However, there is little transfer to the home of eating and sleeping habits acquired in school.

Although each one studies different aspects of health, all these investigators find that attendance at nursery school improves health or health habits.

From this review of research in nursery education the following conclusions may be drawn:

1. The nursery school does affect the intellectual level of the child.
2. The nursery school brings about certain desirable personality changes.
3. The nursery school children contract fewer contagious diseases than non-nursery school children.
4. The home situation is affected to some degree by the nursery school, especially in terms of diet.

It does not follow, however, that nursery schools are not affecting children in more ways than are indicated by these researches. Other changes undoubtedly are taking place and eventually will be measured by research studies. Even without this look to the future, the studies now available in the literature make out a favorable case for nursery schools.

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(Continued on page 429)

A Citizen's Influence in Education

ADMINISTRATORS of large public school systems who are sincere in their desire for a changed viewpoint and practice are met by a difficult situation: a heterogeneous population, greatly differing educational districts, deeply rooted educational tradition, lack of funds, and public economic distress. Ways must be found to quicken the traditional educational inertia. The vision must be determined and the planning practical, for ideas trickle through this inertia slowly; old malpractice crumbles reluctantly. If the pressure of public opinion in favor of more progressive practice were more evident, it would not be so difficult to inaugurate it.

In Chicago, under the superintendency of Mr. William J. Bogan, there was definite encouragement of attitude and practice in keeping with the advance in educational psychology. A significant move in this direction was his appointment of Mrs. William F. Dummer as chairman of the Citizen's Committee on Progressive Education.¹ There are people whose live interest in a particular situation is often far ahead of those who are vitally concerned. In this instance, the moment had caught up with Mrs. Dummer. Her dynamic interest in education began with her concern for her own children. With her husband she pioneered in a new educational approach in the first decade of the century, sponsoring the educational aims of George and Mary Boole. Mrs. Dummer was prepared for the activity program too, and convinced that too early formalization with its inhibition of motor activity warps normal mental and physical growth.

As a member of the Education Committee of the Chicago Woman's Club, she began her definite contact with the public schools. With

the cooperation of Superintendent Bogan she sponsored a series of lectures by people who were known for definite achievements in progressive practice. This was the first series of its kind given directly for Chicago teachers and principals. Since her appointment on the Progressive Education Committee of the Chicago Public Schools, her home has become the center of an educational work aimed directly at helping teachers and principals incorporate more vital practice in the school-room. Not content with lectures alone, or reports, the meetings are made graphic by having people who are working on a specific situation demonstrate their work whenever possible. The meetings have included Saturday morning courses in the value of activities, and the playing and dancing of folk games under expert guidance.

Another type of stimulation has been a series of panel discussions on such topics as "Progressive Education as Preventive of Delinquency" and "Methods in Primary Grades Related to Social Adjustment of Problem Children." A number of university courses have been the direct outcome of discussions held in the Dummer library. The informal atmosphere and the genuineness of the welcome are the reverse of the usual classroom situation. The very complete Dummer educational library is at the service of any teacher interested enough to borrow books.

This citizen-leadership activity has gone on for a number of years. To those concerned, Mrs. Dummer's work in this one direction affords an example of the type of "training in service" which on a large scale should be possible for any public school administration to undertake.

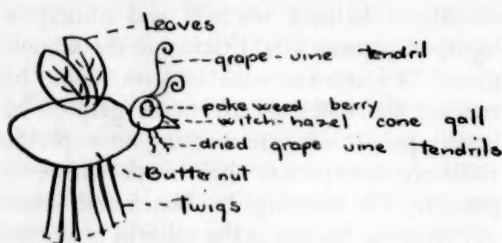
CHERRIE P. ALEXANDROFF
*First Grade Teacher, Parker Practice
School, Chicago Normal College*

¹ One of the committees of the superintendent's Citizen's Advisory Council.

Companionship with Nature

MILDRED FRUEHAUF

NATURE in all its phases is closer to the spirit of children than any other interest. Even though the campers at the Hiram House Summer Camp are nervous, depressed, undernourished city children they cannot long be unconscious of nature in some form or other. The beautiful forest



A long-legged humbug

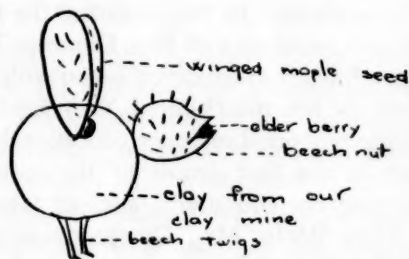
with its smooth-barked gray beeches, the tall sugar maples, and the hosts of herbs and plants that love the dark, moist, forest floor make a pronounced impression. This was well illustrated in the case of Josephine, an undernourished, thirteen-year-old Italian girl. As she walked along the path leading to the girls' cottage, the damp earth fragrance enveloped her, her nose wiggled excitedly—like that of small rabbit—and she exclaimed, "This is just like when I'm smellin' good things cookin' at home."

Hiking in the surrounding woods is an important activity which results, usually, in the children carrying back to camp samples of fungi, galls, animals and leaves, and asking for information about them. If by tactful questioning they may be led to answer their own inquiries through closer observation, their delight knows no bounds. The sensation is akin to that of an explorer who discovers a new continent.

The realization that everywhere there are interesting, true, life stories, whether they be

Miss Fruehauf, who teaches school in Shaker Heights, Ohio, and was nature counsellor at Hiram House Camp one summer evaluates camp life as lived by these white and colored children from the poorest section of Cleveland.

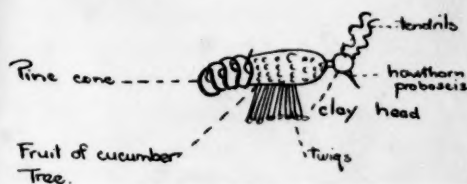
in the decay of a huge log or the noose that the grapevines are spreading over the crown of a struggling beech tree, curiously excites them because of that reality. The thrill of seeing in the early morning the blue sky through the lace-like pattern of the leaves overhead; the throbbing beauty of the song of the wood thrush that sings at the evening campfire; the glory of a sunset viewed after an evening hike; the music of the cicadas as they play a metallic tune with their small muscular cymbals through the warm, sweet air; the joyous sound of the oven-bird as he sings his "teacher, teacher" refrain—all these joys are realized here at camp and make an indelible impression on starved-for-beauty city children.



A short fat humbug

Hiram House Camp does a great deal toward making children conscious of these natural laws. Our nature museum serves not as a place where one merely comes to gaze at queer objects, but as a place to bring the child and nature together in a different kind of way.

An interesting illustration of this point occurred when a group of colored children who had a mania for collecting met at the museum one morning after the assembly program. The group included twelve little girls whose braids stuck straight up in the air. They had listened to the story of wild ginger and had actually tasted it. They had also sampled pennyroyal, on which some were still chewing. They walked down the trail with the counselor, always on the alert for more ginger. One child said that her little brother had wanted to taste some ginger in assembly and had been overlooked. The suggestion was made then that the group might gather a new kind of berry and make Indian lemonade for all the campers. At once they shouted, "Sure let's have Indian lemonade for all the campers."



A long thin humbug

Without more ado the group began searching for the fruit of the red velvet sumac. After it was gathered, they picked the berries from the bitter stems and made grand preparations for the party. A small set of dishes from the toy room served as a tea-set and the nature museum was decorated with joe pyeweed and goldenrod. Three hostesses were chosen and the whole camp was invited to tea.

It was an unforgettable treat to watch the faces of the campers as they came to the tea-room. There, one at a time, they were graciously received by their hostesses and solemnly seated. The news soon spread and the nature museum became a very popular place.

Religion is made a part of nature, too. How often have you as a child squirmed on a hard church bench and smothered a fit of



We did not have this type of museum

giggling that just would break out at the wrong time as a result of the nervous tension under which you were straining? How often have we as adults felt the minister's caressing, droning voice lull us to a condition resembling semi-consciousness? Small wonder, then, that a different attitude is noticed out under the open sky where one may look above to see clear blue color and hear the songs of the many insects; or look high up at the spreading branches of a huge oak that favors us with its cool, green shade. A feel-

(Continued on page 431)



A thrilling discovery

Bertha M. Barwis

IT IS with deep regret we hear that Bertha M. Barwis, Kindergarten-Primary Supervisor of the Public Schools in Trenton, New Jersey, has decided to give up active work in the schools at the end of this year's service.

Miss Barwis has been an outstanding and inspirational leader in guiding the interests of supervisors and teachers in the kindergarten and primary grades, to a knowledge and understanding of modern progressive education.

Her keen understanding of problems and her ability to guide the growth of individuals as they worked toward a comprehension of the principles involved and how to apply them has brought to this field in education a notable achievement.

Miss Barwis did much, as a vice-president and member of the International Kindergarten Union to develop the realization that workers with the young child in the home, in the nursery, in the kindergarten, and in the primary grades should work together. The merging of the National Primary Council and the International Kindergarten Union into the Association for Childhood Education was a happy climax of her wishes.

Outside of her school life Miss Barwis has many interests. She has served for many years on the Board of the Young Women's Christian Association; has been a prominent member of The Contemporary; is a former regent of the General Mercer Chapter, Daughters of the American Revolution, and is now serving as President of the Old Baracks Association.

On Monday, April 27, 1936, the members of the Primary Department of the Trenton Teachers Association gave Miss Barwis a testimonial dinner as an expression of their devotion to her and to her inspira-



Bertha M. Barwis

Two Who Have
Far View

tional leadership. Dr. Kilpatrick of Columbia University addressed the group, and the teachers of Trenton presented to the guest of honor the Bertha M. Barwis Library Fund, interest from which will be used to purchase children's books for the Trenton Public Library.

We regret Miss Barwis' withdrawal from active school service and we extend to her our good wishes with the happy anticipation that she will continue her outstanding services to young children and that the Association for Childhood Education will continue to be one of her main interests.

—MARGARET C. HOLMES



Catharine R. Watkins

Who Have the Far View

Catharine R. Watkins

Blessed is he who has found his life work; let him ask no other blessedness. He has a work, a life purpose; he has found it and will follow it.

—CARLYLE

FORTY years ago, Catharine R. Watkins chose her life purpose in the field of education, and has followed it with marked distinction. Her professional training was received at the Froebel Academy and at the Phoebe Hearst Kindergarten School in Washington. For several years she attended summer school at Teachers College, Colum-

bia University, and spent one summer at Oxford University, England.

After conducting her own private kindergarten for a short time, she entered the public school service where sixteen kindergartens had been authorized by Congress as an experiment. At the end of one month, Miss Watkins was appointed Director of Kindergartens.

As in most of our cities, the kindergarten at that time was regarded as an expensive, and perhaps unnecessary, type of education. After six years of whole-hearted endeavor, to which Miss Watkins brought a keen and critical intelligence, the kindergarten proved its worth, and Congress passed a bill authorizing it as a department in the school system.

Under her efficient leadership, the department has grown until the number of children enrolled in the kindergartens of Washington is larger than in any other city, in proportion to its population. The kindergarten has not only grown numerically; it has also kept step with progressive educational changes in methods and objectives. As the Director questioned the authority of the past, her loyalty to those spiritual values which are eternal, increased. In the years of conducting classes of teachers, sharing and interpreting her highest ideals, Miss Watkins has been a builder of permanent values in education for young children.

During the years 1915-1917, she was the honored president of the International Kindergarten Union, and is active in the affairs of the Association for Childhood Education. She is a member of the Editorial Board of the magazine, *CHILDHOOD EDUCATION*.

To her there extends, from all sections of the country, a chain of affectionate good wishes as she retires from active work in the kindergartens of Washington.

—CAROLINE D. ABORN

Association for Childhood Education— 1936 Convention

FRANCES McCLELLAND

MORE than twenty-three hundred visitors, members and delegates from thirty-six states and eight foreign countries met in the forty-third annual convention of the Association for Childhood Education in New York City at Hotel Pennsylvania, April 28-May 2. Helen M. Reynolds, President of the Association and director of kindergarten-primary education in Seattle, Washington, presided. Nearly every session stressed the convention theme, "The Teacher in the Community," and showed the importance of making use of the community as a laboratory of learning, both for the teacher and her pupils.

The key-note speaker of the first evening session was William F. Russell, dean of Teachers College, who said that too much was expected of public education today; that the schools have tried to take over all education and that all the modern home needs to do is to teach the three R's. What the school needs to do, according to Dean Russell, is to re-educate the home and the community to their responsibilities for childhood education, and to show them how to assume these responsibilities.

"The Teacher and Community Agencies" was the topic of the second general session on Wednesday evening. Mrs. Sidonie M. Gruenberg, director of the Child Study Association of America, spoke on "Radio and the Child," and Ellen Eddy Shaw, curator of elementary instruction in the Brooklyn Botanic Gardens, spoke on "What a Botanic Garden Offers to its Community." Said Mrs. Gruenberg:

Publicizing what is good on the radio rather than blacklisting what is bad is a more constructive way of securing better radio programs. Twenty-five years ago there were very few good

books for children. The same is true today of radio programs. Constructive work with radio will bring the same results as constructive work with books has done. . . . Taste is acquired by satisfactory experiences and not by edict.

Miss Shaw pointed out that children working in a garden come to realize that they are part of a whole, they learn to gain control of themselves, and to get in harmony with themselves and others. "We adults who are responsible for their guidance need to make more of the things which seem important to children, so that these things may become more meaningful and beautiful to them."

Twelve past presidents of the Association were platform guests at the Wednesday evening meeting. These past presidents represent about twenty-five years of the Association's existence.

The international tone for the third general session Thursday evening was set by the Imatra Choir of Finnish singers of New York who appeared in their native costume. Mary Dabney Davis of the U. S. Office of Education, Washington, D.C., presided at this session. In her introduction of the speakers of the evening, Miss Davis said: "Vision resulting from an interchange of thought among those working for the education and welfare of young children should inevitably assure the best development of the children of all nations." She made reference to the large number of members of the Association in twelve different countries and to the fact that the Association has always been actively interested in international cooperation. During the war the Association was responsible for the organization of a kindergarten unit for France. Over the entrance gate of the

community house which was an outgrowth of this kindergarten unit is this inscription: "You who desire peace must write it in the hearts of children."

The speakers of the evening, Marie Butts, whose speech is the first article in this issue of CHILDHOOD EDUCATION, and Clarke Eichelberger, president of the League of Nations Committee, discussed international cooperation. Mr. Eichelberger compared the budgets of government agencies devoted to war-like activities with those devoted to diplomatic and commercial relations and said that until we were willing to spend more money to bring our thinking closer together, peaceful relations will be impossible. Education should give us the idea of exchange of thought rather than exchange of threats of armed force. There must be a shift in emphasis from preparedness to resist to an emphasis on preparedness to understand.

Mary E. Leeper, executive secretary of the Association, reported the three conventions she attended in Geneva, Brussels, and Oxford last summer as the Association's representative. She pointed out that at all three conferences interest in the education of the youngest children was very keen. She closed her report with the quotation: "The care we give our children is the measure of our civilization."

On Friday afternoon May 1, Patty Smith Hill presided at the impressive general session meeting in Riverside Church. From the rush and roar of New York City, convention visitors came to the quiet and beauty of this well known church to hear representatives of the Hebrew, Catholic, and Protestant religions give their opinions concerning the educational forces in the development of tolerance and goodwill. Rabbi Stephen S. Wise, Father John Monaghan of Corpus Christi Church, and Adelaide T. Case, professor of religious education, Teachers College, were the three speakers. They pointed out that anti-social patterns may be consciously or unconsciously set by adults in the early

years of childhood and that the home, the school, and the church must through cooperative, constructive education in tolerance and goodwill help to stem the tide of international, inter-racial and inter-denominational suspicions, antagonisms and persecutions. A half-hour organ recital preceded the meeting.

Friday evening found the conventioners at the May Day Dinner in the grand ballroom of the Hotel Pennsylvania, seated at tables gay with May-poles, and a program of entertainment devoted to poetry, music and the drama. Hughes Mearns, professor of education in New York University, in his address, "Some Child Patterns in Poetry," showed the development of these patterns by quoting from his extraordinary collection of children's poetry. Mary Ward, press representative of the New York Theatre Guild, traced present-day trends in drama and pointed out how growth in interest in the drama has a parallel growth with the training in appreciation and support of drama on the part of the great masses of people who make up the audiences. (See the briefed form of her address in this issue.) James L. Mursell, associate professor of music education at Teachers College, spoke on "Music Today and Tomorrow" and said: "Music education today does not impose music upon the child but rather attempts to evoke music from him."

The CHILDHOOD EDUCATION luncheon on Thursday noon was held in the beautiful roof garden of the Hotel Pennsylvania. With its soft blue walls, gay table bouquets and clever flower-pot place cards the whole atmosphere was jolly and most informal. The New College Singers added to the informal air by going from table to table singing, unaccompanied, their many songs.

Frederic Melcher, editor of *Publisher's Weekly*, spoke on "Why Keep on Reading," and summarized concisely points editors need to keep in mind if they wish their readers to keep on reading.

The A.C.E. has a real youth movement. More than four hundred students were regis-

tered for the convention. The student branch forum which met Wednesday afternoon with Winifred Bain presiding was a most interesting meeting. Here the questions came thick and fast on how to organize a student branch, what its program should include, and what its major aims should be. The general opinion seemed to favor the promotion of personal social activities between faculty and students, cooperation with students and faculty in suggesting curriculum changes, and the promotion of international goodwill. Continued vigorous growth and development of the A.C.E. is assured with this up-and-coming group of student leaders.

Very important features of the convention program were the eleven study classes and the five discussion groups. Many visitors expressed great enthusiasm for these groups and begged that more time be given to them another year. Mrs. Horn has written the description of these groups.

The numerous exhibits proved to be of great interest. An old-law tenement was set up in connection with the housing study class. Everyone in the hotel, including the cook, went through its three gruesome rooms and filthy back yard. The science exhibit showed the set-up of numerous experiments in physical science which might be used with primary and kindergarten children. Other interesting exhibits were of children's work, prepared by the Associated Experimental Schools and another prepared by the Emergency Nursery Schools of New York City which showed many clever and interesting ways in which waste and cheap material had been used for toys and equipment.

Another important feature was the morning of school visiting. Over five hundred convention delegates visited New York City schools for the purpose of seeing the variety and complexity of educational problems and methods in a big city. Many chose to see Harlem schools, because of the photograph, "We've got rhythm," in the April issue of CHILDHOOD EDUCATION.

There were two business meetings during

the convention, which were excellently attended. Everyone was interested in hearing the reports of the committees of the A.C.E. and many surprised comments were heard concerning the extent of their work and influence. Some idea of the scope and nature of the organization as a whole was gathered from the reports of the officers. Two new officers were elected this year: Jean Betzner, assistant professor of education, Teachers College, who succeeds Marjorie Hardy as vice-president representing primary grades, and Maycie Southall, professor of elementary education, Peabody College for Teachers, Nashville, Tennessee, who succeeds Winifred Bain as secretary-treasurer. See page 432 for the photographs of these two new officers.

The time and place committee reported that the 1937 convention will be held in San Antonio, Texas, sometime early next spring, the exact dates to be announced later. The convention goes to Texas at the invitation of numerous educational and civic organizations in the state of Texas.

The report of the resolutions committee created considerable interest and enthusiasm as well. It outlines the most ambitious program the Association has ever undertaken. These are the resolutions as passed for 1936:

RESOLUTIONS

The Committee on Resolutions presents the following report as a series of recommendations and a suggestive plan of action for the Association for Childhood Education and its Branches for the year 1936-37.

We, the Association for Childhood Education:

1. Believe that kindergartens should be established as an integral part of public education, supported by public funds and administered by the regularly constituted authorities and, as public education is developed sufficiently to take the responsibility, nursery schools should be incorporated as a part of the school system.

We therefore recommend the following plan of action:

- a. Secure the cooperation of individuals (parents, school administrators, state legislators) and of organizations (parent teacher associations,



Ten Reasons Why the A.C.E. Has Grown

Twelve past presidents of the I.K.U. and the Association attended the forty-third annual convention in New York City. Ten of the twelve were available for this photograph. Reading from left to right, back row: Julia Wade Abbot, Director of Kindergartens, Philadelphia—President 1931-33; Alice Temple, Associate Professor Emeritus, The University of Chicago—President 1925-27; Margaret Cook Holmes, Director of Kindergartens, New York City—President 1929-31; Catharine R. Watkins, Director of Kindergartens Emeritus, Washington, D.C.—President 1914-16; Ella Ruth Boyce, Director of Kindergartens, Pittsburgh—President 1923-25. Front row, left to right: Caroline Barbour, Director of Kindergarten-Primary Department, State Teachers College, Superior—President 1927-29; Edna Dean Baker, President, National College of Education, Evanston—President 1933-35; Lucy Wheelock, Head of Wheelock School, Boston—President 1895-98; Stella Louise Wood, Principal of Miss Wood's Kindergarten-Primary Training School, Minneapolis—President 1916-17; Patty Smith Hill, Professor of Education Emeritus, Teachers College, Columbia University, New York City—President 1907-08.

women's clubs, etc.) educating them to the importance of early childhood education through the press, conferences, lectures, forums, and school visiting.

b. Working for the introduction of new kindergartens and the reestablishment of those discontinued.

c. Expansion of the present program of the primary school, kindergarten, and nursery school in terms of family relationships and the child's own particular needs.

2. We believe in the importance of continuous growth of teachers in service and recommend:

a. Critical study and analytical discussion of professional literature and of professional problems both local and national, leading to plans of action.

b. Membership and active participation in both professional and community organizations which will contribute to further growth and development of the teacher.

3. We believe that existing community facilities should be promoted and used for furthering the welfare of young children. We therefore recommend:

That a study of local agencies and facilities be made in relation to the recreational, intellectual

and physical needs of the young children of that community, and that a program to meet these needs be put into action.

4. We disapprove of compulsory block booking and blind selling of motion pictures, and the inadequate regulation of radio programs for children as contrary to child welfare.

We therefore recommend:

a. That a committee of the Association for Childhood Education study investigations already made in these fields to find how we may influence improvement in both motion picture and radio programs.

b. Expressing appreciation to the various broadcasting services for an increasing number of valuable programs for children and young people, and for the corresponding elimination of certain programs found to be definitely injurious.

5. We reaffirm our belief in the Child Labor Amendment.

We therefore recommend:

That Association for Childhood Education Branches in those states which have not yet ratified the Amendment work actively through legislators to secure its ratification, and that Branches in those states which have ratified the Amendment study and evaluate the results of this legislation.

6. We believe that overcrowding in classrooms, making an excessive teacher load, causes many maladjustments of children in society.

We therefore recommend:

That a study be made of the possible effects of crowded class rooms in relation to child development, retardation and juvenile delinquency.

7. We believe in a single salary schedule, based on preparation and service, regardless of the age of the child to be taught.

We therefore recommend:

That in cooperation with other teachers efforts be made to bring about suitable local and state legislation regulating certification and salary schedules.

8. "Declare our belief in the right of every teacher to academic freedom—the right to hear, study and discuss all phases of issues which affect the contemporary and future welfare of our pupils, even if they are controversial in nature, keeping always in mind the difference between scientific decisions and political propaganda."

We therefore recommend:

Positive action in cases of infringement upon this right.

9. We believe in the establishment of international goodwill, understanding and cooperation as a basis for world peace.

We therefore recommend:

That teachers continue to guide children in learning to live and work happily together, stressing the importance of cooperation, justice, tolerance and fair play, and to give them opportunities to gain tolerant understanding of people of other races, creeds and cultures.

10. We express our gratitude to leaders in the Association for Childhood Education for promoting through various publications the unbiased study of new movements and new methods which tend to further the cause of early childhood education.

11. We express appreciation to the Association for Childhood Education Branches for their carefully prepared programs, their definite plans of study, for growth and extension of interest in the work for which the Association for Childhood Education stands.

12. We commend the Federal Government and all organizations which have contributed to the general welfare and education of young children during the past year, especially the National Education Association for the general education bill which specifies education for the five-year-old.

13. We express deep appreciation and thanks to those individuals, schools, and organizations which have contributed to the success of the forty-third annual convention of the Association for Childhood Education in New York City.

Winifred E. Bain was national chairman of the program committee and to her should go congratulations for the balance and excellence of the entire program—there was something of value and inspiration for everyone who attended the convention.

To Margaret Cook Holmes, chairman of the local convention committee, and to the members of her many committees the Association wishes to express appreciation. It was their very careful planning and indefatigable labor that carried the program through with clock-like precision and made it one of the most successful conventions in the history of the Association. Truly a good time was had by all. And it isn't too early to begin your plans for San Antonio and the Alamo.

Let's Go to School

MADELINE D. HORN

"LET'S go to school" was the decision of all the people who attended the forty-third annual convention of the Association for Childhood Education in New York City.

Imagine the difficulties of the program committee who had to plan a four-day curriculum that would give each of the A.C.E. students what she wanted and needed. These students varied in age and intelligence, in educational and cultural backgrounds and were seeking answers to varied problems growing out of their individual educational and community needs.

One way the program committee met these difficulties was by planning sixteen study and discussion groups dealing with relationships between schools and their communities. New York City provides these community problems in exaggeration and profusion; but, in this abundance lie the same problems to a lesser degree that are found in all communities, be they in California or Florida. These A.C.E. students in this four-day school had a wide choice of community problems from which to choose.

Lucy Sprague Mitchell's class studied the meaning of environment for children of different ages the first day. The next day they went to see the environment of certain New York children. They visited market warehouses, distributing centers, and the lighter-age systems. Whether this same environment existed in the A.C.E. students' home towns or not, they were bound to find similarities. Aside from the help gained for their own schoolroom situations, what an illuminating experience it was to see the types of community problems a big city like New York has. Bertha Delehanty and Norman Studer reported what seven-year-olds and twelve-year-olds gained from the same excursion,

At the invitation of the Executive Board of the Association, Mrs. Horn has prepared this informal account of the eleven study classes and five discussion groups which formed a major part of the convention program.

so the A.C.E. students had a basis for comparison with their own experiences.

Beryl Parker's class studied international relations in American communities. Unless we live in a very unusual town, we have at least a few foreign children in each school. The teacher, more than anyone else, is aware of these foreign children, but she is likely not to see their problems clearly. Miss Parker helped her class to do this. She gave the results of studies that showed the psychologist's interpretation of international relationships with a view to overcoming race prejudices. She gave the sociologist's view, also based on research studies. She showed why the teacher must be familiar with such studies, if she fosters international understanding, develops social attitudes in her pupils, and uses the fruits of their varied cultures.

Two classes chose particular needs that all communities must meet. Christine Heinig's class considered housing and Mary Ella Chayer's class considered health.

Miss Heinig pointed out the fact that proper housing is essential to child growth and development. She told of definite attempts to house particular neighborhoods better. The second day, the class visited the slum areas of New York City. The third day Benjamin Andrews led a discussion which showed why and how each school must be an active participant in seeing that the children in its community are properly housed.

All teachers want their children to have as

good health as possible, but all of them do not know how to bring it about. Mary Ella Chayer told her class of the various agencies already at hand to help with this problem, and Dr. Ira Wile told of the relation between mental and physical health and the importance of knowing this relationship when working with young children.

Seldom do we think of the creative arts in relation to the community. Eileen Shropshire Nelson helped her discussion group to see this relationship. She showed how children in their art work receive stimulation and inspiration from the community; how they unavoidably meet art situations in everyday life; how they have persistent art problems; and how teachers can help them meet these problems. Miss Nelson had on hand many illustrative materials. What fun it would be to see community expression of art—such as Radio City—through Miss Nelson's experienced eyes!

Gerald Craig showed how the teaching of science could be improved if taught in relation to the science environment of the community. He pointed out that children want to know the truth about science; that they are able to grasp these truths; that teachers usually have a limited scientific background, and that they tend to restrict their teaching of science to a few facts about plants and animals that are both inaccurate and meager. Mr. Craig showed his students how to bring little-used scientific materials such as magnets, electric wiring, and materials into classroom use.

As you see, the program committee in the classes already mentioned provided an opportunity for A.C.E. students to understand the community influences that affect the school; to see some of the community activities that go on in New York City; to learn how a community attempts to better the housing and health of its people, and how best a school can make use of foreign groups in a community to the advantage of both the foreign and American children.

What about the community in the everyday

teaching situation? The program committee did not forget the need for this very specific aspect. Alice Keliher's class considered curriculum trends in relation to community conditions. Miss Keliher showed how the school and its curriculum are inevitably tied up with economic and political situations, and how to make use of them. She pointed out that children are interested in the community and able to make use of such community assets as gardens, music, and the talents of the foreign population.

Olga Adams as leader of a discussion group considered enriching the kindergarten curriculum. Etta Anchester led a discussion of community potentialities in the enrichment of the kindergarten curriculum and Ruth Louise Bristol discussed the question of how holidays should contribute to the child's life in kindergarten.

Miss Anchester defined a community as "a body of persons having common rights, interests, and privileges." Starting with this definition, she showed the place of the social sciences in the kindergarten curriculum and how to make the best use of them.

Sarah Marble's approach to the kindergarten and community studies was made through the use of two definite groups of subject matter developed in detail. One problem, "traffic," represented a crucial community problem that is always at hand and needs all help possible to regulate it. The other problem—developing a grocery store—was of a different kind, not so crucial but universal, and familiar to all children to some degree. The class discussed why the problem of traffic must be studied; how the community and children can help to regulate it; and methods of best developing a knowledge of it in a kindergarten. The class then sought the best way to develop such a unit as "the grocery store." The second day, the class visited New York schools. At the last meeting this summary was made: "There can be no fixed common plan for community experience in the kindergarten; such a plan must be

determined by the opportunities of the environment, the maturity and needs of the children, the educational philosophy of those in command, and by a broad presentation of many and varied opportunities."

Ethel B. Waring's group considered enriching the nursery school curriculum. These points grew out of the class discussion: Superior teaching depends partially on personality and knowledge of methods of teaching, and on cooperation between the community and the school—in this case the nursery school.

Alice Dalglish presented literature for young children to her group. She discussed what children want in a book; children's creative work; the problems of publishers—accepting manuscripts, choosing and reproducing illustrations, and the making of them. She also provided a well-chosen book exhibit.

Marjorie Hardy with the help of Elsie Wygant, Lula Wright, and Jennie Wahlert discussed enriching the primary school curriculum. Miss Wygant presented the desirable social attitudes which should emerge through the enriched curriculum; Miss Wright gave practical suggestions for developing permanent interests and hobbies, and Miss Wahlert gave conditions essential to enriching a young child's curriculum in effective language and reading.

One A.C.E. class studied the exceptional child with Annette Phelan as leader. Emphasis was placed upon the importance of safe-guarding the normal development for all children rather than upon the special education for the extreme deviate. They discussed the meaning of the term, "exceptional child"; the extent to which these children who deviate in vision, hearing, or the like, constitute a problem for teachers, and where one can get scientific information about the exceptional child. All the discussions emphasized the point that so-called exceptional children thrive better in flexible groups than in segregated groups.

Another group under the leadership of Lois Hayden Meek discussed child development and its educational implications. An interesting and practical procedure of this group was a trip to Lincoln School where Miss Driscoll reported on a particular problem child whom she later brought into the class to demonstrate the giving of a test and its interpretation.

Within the last few years, emergency nursery schools have been set up through federal aid to ease certain community situations. Grace Langdon was leader of the group which considered the contribution of the emergency nursery schools "as an educational institution functioning for social betterment." This group discussed what the future of these schools would be in the light of their mistakes and successes. These practical suggestions grew out of the discussion: improve the organization of nursery schools; make them a permanent system on a public school basis through federal aid; instruct the parents as well as the children; secure a richer type of teacher training.

Mary Dabney Davis' class on the organization and supervision of the early elementary school with reference to pupil progress may be summarized thus: Certain psychological principles fundamental to children's normal rate of learning were first presented with illustrations from current research studies. Reports of current practices to aid pupil progress were then given by supervisors in cities of different sizes and by a teachers' college president. These reports included descriptions of grade unit promotion plans; the grade placement of arithmetic, spelling, and handwriting in the primary grades, and the types of preparation offered for prospective teachers which will guide them to understand individual differences among school children.

Doesn't this A.C.E. school sound grand? Join us all at our next one in the beautiful city of San Antonio, Texas, in the spring of 1937.

Plans for Next Year

IN PLANNING the contents of CHILDHOOD EDUCATION for 1936-1937 some of the questions the editors have had to consider are: What new trends in childhood education shall be considered? What are the needs of the classroom teacher going to be in 1936-1937, and with what type of things will she want the most help and guidance? Out of these needs and trends and wants, which ones shall CHILDHOOD EDUCATION try to supply and interpret?

We know that the child-centered school is passing. We know that the activity program isn't the last word. We know that startling changes are taking place in curricula throughout the country. We know that report cards as such are passé. We know that more and more use is being made of the community for field trips, as sources of information and experience, and as stimulation for class projects. Music, like art, is rapidly becoming an integrating factor in the child's everyday experiences. Physical education is no longer a matter of throwing open classroom windows, flopping arms and legs about, and taking deep breaths in time to an out-of-tune victrola. Today teachers are asking: What does the child know now? What will he need to know, in so far as we his adult guides are able to prognose his future? How can we give him these things so that his development will be continuous and satisfying? We aren't interested, necessarily, that this growing up be a painless process, but we are interested in its being an effective one. With these thoughts in mind the editors have planned some of next year's content.

The first fall issue will have for its theme, "Good Beginnings," with articles on school-room decoration, lighting, and organization; an article on how to make the five-year-old feel at home; another on the personality of the teacher; a fourth on primary reading ma-

terials, and a fifth on how to observe children—techniques which every alert classroom teacher needs to know about. Mrs. Eva Gildea of the University of California is preparing a poultry farm unit, analyzed not in terms of hen houses, chickens and eggs, but in terms of certain economic, social, and scientific generalizations which affect man—a true social science unit.

In addition to presenting material dealing solely with curricular subjects such as reading, number, language, music, etc., there will be a series of six outstanding articles showing the contributions of these various curricular subjects to child development, illustrated by case studies. This series is being prepared by Eleanor Johnson of the American Education Press, Edna Dean Baker, President of the National College of Education, and John Hockett of the University of California.

During the year, four short series of articles will be presented: one on administrative problems such as grading, grouping, records, and reports; one on physical science experiments for primary grades, prepared by students of Louise Bristol, Milwaukee State Teachers College; a social science series dealing with workers in the community, prepared by Ida Vandergaw of Oakland, California; and a fourth on handwriting to which the following will contribute: Gertrude Hildreth, Psychologist, Lincoln School, "Copying Manuscript and Cursive Writing"; Harry Houston, New Haven Public Schools, "Planning Handwriting Instruction"; and Harriet D. Tompkins, South Port, Connecticut, "How Manuscript Writing Helped Tom."

Since 1937 marks the one-hundredth anniversary of the founding of the kindergarten in America, there will be a series of articles on the kindergarten: "European Beginnings," "Pioneer Activities," and "The Mod-

ern Kindergarten in America."

There are to be two special issues: Miss Lucy Gage of Peabody College, Nashville, Tennessee, will prepare an issue on "Science Experiences of Young Children: Natural and Social." Miss Gage will plan the content to show the inter-relatedness of these two sciences and how together they contribute to child development.

The second special issue will deal with Physical Education and its place in the program of the young child. Games and activities most useful in such a program, the coordination and integration of the physical education program as a whole, and the problems of administration and supervision in preparing and carrying out an adequate program of physical education will make up the content.

Double-page spreads of photographs illustrating classroom activities and nature study materials, and supplements containing stories and poems for children will be added features from time to time. In addition there will be independent articles of value, interesting, up-to-the-minute news notes, book and magazine reviews, and abstracts of educational research.

More and more teachers of young children say that CHILDHOOD EDUCATION is the magazine they cannot do without. In planning the content for 1936-1937 the editors have carefully considered the needs of teachers of every level of early childhood, have arranged a wide variety of content, and have planned an attractive presentation. It is their aim to meet the needs of *every* teacher of young children.

Our Theatre's Need

(Continued from page 393)

if children only believed in fairies. Oh say quick that you believe! Clap your hands!" There were none in the audience who declared their belief in fairies more audibly or more enthusiastically than my two urchins.

When the final curtain descended and they'd had a moment to come out of their trance, I turned to the boys: "Well, what did you think of it?"

The faces of the children were transformed, and the eyes of the eleven-year-old were like stars as he said, "Gee, Lady! I didn't know there was anything like this in the world."

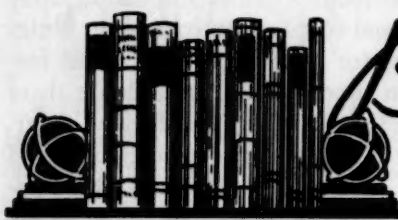
For a moment I couldn't speak, then I managed to say, "And now that you know what goes on in this building, I wonder if you won't help me to take care of it?"

As one came the answer. "You bet we will, Lady, and what's more, we'll see that the other fellows lay off it."

They were as good as their word, for as long as Miss Le Gallienne remained in the 14th Street playhouse, no more bulbs were stolen or posters destroyed.

This incident brought home to me as never before what the right sort of entertainment could do for children. Those boys had been caught stealing. Undoubtedly they knew all about gangsters and racketeers. Probably they knew all about sex, but I know that none of those things ever made a child's eyes look as that boy's eyes looked when he told me that he didn't know there was such a thing as Peter Pan in the world.

Many hundreds of years have added their proof to the truth of that statement of the Wise Man of the Bible who said, "Train up a child in the way he should go, and when he is old he will not depart from it." This applies just as truly to the training children receive in appreciation of the best in drama and music, art and literature as it does to their training in morals and in manners. An art can no more survive without patrons than a store can continue business without customers. If America is ever to have a great theatre, she can not begin too soon to train and establish an audience that will appreciate, demand, and support the best.



Book... REVIEWS

Editor, ALICE TEMPLE

Editor's note:—A review of *Man and the Motor Car*, similar to the following, has been submitted by Mr. McAndrew to each of the educational magazines. It is the responsibility of teachers and parents to develop in children right attitudes and habits in relation to motor vehicles and safety. We are happy, therefore, to call their attention through Mr. McAndrew's review to this most important book on the subject.

Man and the Motor Car. Edited by Albert W. Whitney. New York: National Bureau of Casualty and Surety Underwriters. Pp. 256. \$1.00.

Gathered from tested and perfected lessons in advanced schools and from the traffic suggestions of city and county experts, subjected to practical school men, approved by the President of the National Education Association, a notable textbook for training in automobile driving comes to us for review. The makers of automobiles have pretty well mastered the problems of durability, speed, economy and beauty. The more serious problem of safe operation confronts us. The automobile doesn't think. Neither, in an appalling number of cases, does the driver. Millions of copies of the now famous "And Sudden Death" have been read by the American public. Fear is its keynote. We must have a trained intelligence as a more effective preventive than fear. This book is built on that principle. The contributors to this volume have made it a series of lessons in thinking and practice appertaining to all the known situations in driving.

With simple and striking diagrams, with educative pictures, with an authoritative application of experimental psychology, these specialists in different fields have contributed essential principles. The educational collaborators have put

the material into simple and vital words suited to the understanding of children of from ten years of age upwards.

Progressing from the essential parts of an automobile and the understanding of its propulsion, the lessons proceed through the art of driving, the psychology and attitudes of the driver, highways, codes of the road, driving in different situations, maintenance, accidents, the pedestrian, damage costs and so on.

Automobile instruction for every junior and senior high school pupil is coming. Detroit schools have gone into it on an extensive scale. Indiana is requiring a stiff course in the matters constituting the present book.

I know this book will be a tremendous force in education for safe driving.—WILLIAM MC-ANDREW.

A Primary Teacher Steps Out. By Miriam Kallen. Boston: Lothrop, Lee and Shepard, 1936. Pp. x + 241. \$2.00.

There are a number of primary teachers in the public schools of the country who have had the intelligence, initiative, and courage, during the last fifteen or twenty years, to develop ways and means of giving their children a relatively rich school experience while meeting the requirements of the traditional school curriculum. At last one such teacher has given a detailed record of her pioneer work in this respect.

Miss Kallen began her teaching some twenty years ago in the typical public school classroom of that period, with its forty-eight stationary desks and seats, meager working equipment, a generally formal and conventional school atmosphere, and a prescribed course of study "to be carried" by forty-eight little first-graders, some from the kindergarten, others straight from home. During her first two years, while

trying faithfully to do what was expected of her by her superiors, she became increasingly conscious that her children were being allowed no opportunity for the expression of their natural interests and activities. It was after a summer spent in assisting in a kindergarten that she began to see the possibility and desirability of applying some of the methods used there to her first grade class. Thus she "stepped out of the old and moved very cautiously into the new" (p. vi). "In this book she recounts her experiences, not strictly in the chronological order of the steps taken, but as the composite picture of the growth to which these steps led" (p. 15).

While there is at the present time a large body of literature dealing with the materials and methods of the modern primary school, this reviewer knows of no single book which describes so specifically a procedure by means of which the beginnings of reading, writing, phonics, number, etc., have grown naturally and effectively out of significant activities related to health, social studies and nature study. Not all readers will accept uncritically every phase of this teacher's method, but the book as a whole will prove useful to the young, inexperienced teacher who may find herself, even in this year 1936, faced with conditions similar to those described by the author and who is as eager as she was to give her children a happy and altogether profitable first grade year.—A. T.

Parents' Questions. By the Staff of the Child Study Association of America. New York: Harper and Brothers, 1936. Pp. xiv + 312. \$2.00.

Here is a book which parents and all others responsible for the guidance of children will find well worth careful examination. It contains some two hundred questions selected from thousands received by the Child Study Association of America, during its fifty years of noteworthy service, as representative of problems with which parents may be faced. A few chosen at random follow: What is the current opinion concerning left-handedness in children? How can I keep my six-year-old from playing with matches? Where the child is adopted, is it better to tell him this fact in early childhood or to wait until he is older? How can we help our chil-

dren adjust to a drastically reduced standard of living?

The questions and answers are grouped under ten subjects. As one reads the material in this book, he is impressed with the frank, tolerant, sincere and sensible treatment given the different questions. The answers attempt to point out the various factors that may enter into each problem and offer one or more practical suggestions for dealing with it. Case material from the consultation service of the Association is often used to amplify the answer. A well selected list of books and articles for further reading, organized under the several chapter titles, will be found at the end of the volume. This book, dealing as it does with most of the problems that arise in child-training, will doubtless be widely used in study groups. It is an important contribution to the literature of this particular field.—A. T.

Sing a Song. Play a Tune. By Mabelle Glenn, Helen S. Leavitt and Victor F. F. Rehmman. Boston: Ginn and Company, 1936. \$1.00 each.

The authors of these two books believe in offering children only the best in music from the beginning. "They should sing songs which, although short and very simple, are beautiful. They should listen to music, and whether it arouses a desire for physical response . . . or is simply for quiet enjoyment, it should possess inherent artistic quality" (*Play a Tune* p. 3).

A large proportion of the melodies in *Sing a Song* are folk tunes from the Austrian, Russian, French, German, Italian and many other nations. The songs are well adapted to the young child's vocal range and the verses represent a wide variety of interests in home and school, the out-of-doors, animals, toys, pets, holidays, and games.

In *Play a Tune* we find folk music also and excerpts in simplified form from compositions of a number of the great composers. "At all times the original melody and harmony have been preserved with no sacrifice of the original artistic content" (p. 3). Teachers responsible for the work in music in the beginning school years will want to add these two new books to their collection.—A. T.

BOOKS FOR CHILDREN

Reviewed by May Hill Arbuthnot

Farm on the Hill. By Madeline Darrough Horn. Illustrated by Grant Wood. New York: Charles Scribner's Sons, 1936. Pp. 78. \$2.00.

Mrs. Horn has given us a farm book for children six to nine years old that is as full of fun as it is of facts. Tom and Bill spend their summer with grandpa, grandma, Cora—the hired girl, Hank—the hired man, and a lively menagerie of animals. The boys have the usual disastrous encounters with milking, with a black and white "pussy," and with bees. The little two- and three-page stories tell the simple, entertaining adventures of the boys and some of those family anecdotes that every child loves to hear. The hen that laid an egg in grandma's best hat; Taffy, the cat, who came home after a year and went at once to her favorite cushion; grandpa, blown by a cyclone, and best of all, grandma waltzing sedately with an unspilled glass of water on her head; these are some of the amusing little episodes that make the people of the farm real.

The book is further distinguished by Grant Wood's remarkable illustrations. This reviewer has poured over them again and again, unable to tear herself away from the spectacle of Taffy earnestly licking her smooth fur, Tom drying himself after his bath in the wooden washtub, grandpa munching popcorn, Hank eating sandwiches from the lard-pail. Not only do these pictures give the charm, the humor and the wholesome quality of the people, but they are an important art experience for children fortunate enough to acquire this choice book.

Now For Creatures. By Shelby Shackelford. Drawings by the author and Word Pictures by R. Douglas Cox. New York: Charles Scribner's Sons, 1936. Pp. 130. \$2.00.

Here is a distinguished science book for young children. Mrs. Shackelford wrote and illustrated

it in the process of answering the questions of her little boy. The facts have been checked by experts. Many of the pictures are drawn from microscopic views and are as accurate as they are beautiful. The creatures are caterpillars, moths, butterflies, ants, snails, frogs, turtles—the common creatures of the garden and pool that interest all children.

The text of this book is so delightful that it will read aloud successfully. The pictures are remarkable and the combination makes a book no adults who live with young children can afford to miss.

The Children Make a Garden. By Dorothy H. Jenkins. Illustrated by Rhea Wells. Garden City, New York: Doubleday Doran and Company, 1936. Pp. 70.

This book gives clear, careful directions for making a garden; so well illustrated and simply written that primary children can read and understand it for themselves. It should make a useful science reference for primary teachers and parents whose children have a chance to garden.

Mitty and Mr. Syrup. By Ruth and Richard Holberg. Garden City, New York: Doubleday, Doran and Company, 1935. Unpagged. \$1.00.

In a small Wisconsin town, in the days of the McGuffey readers, Mitty's friend, Mr. Syrup, the milkman, played a trick on her. He made way with her beloved doll, Sarah Ann. The search for the doll carried Mitty into all the houses on the street. Lively descriptions and irresistible pictures make these village families come to life for the reader. By the time Mitty finds her doll, you know the street.

This gay little book, bound in vivid pink and blue, carries an authentic tang of a small American in the nineties. Germans, Poles, Scandinavians, and Irish are all neighbors and good friends of Mitty. There is a homely gaiety and a friendliness about this story that is beautifully expressed in the illustrations.

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Editor, ELLA RUTH BOYCE

Among... THE MAGAZINES

The editors deeply regret to announce the resignation of Ella Ruth Boyce as editor of "Among the Magazines." Miss Boyce has edited the magazine section for many years—"I have no record of just how long," says Miss Boyce.

Miss Boyce has been director of Kindergartens of the Pittsburgh Public Schools for twenty-four years. She is a life member of the Association for Childhood Education and the National Education Association. When she was president of the International Kindergarten Union, Washington headquarters was established and CHILDHOOD EDUCATION began its existence.

Even though Miss Boyce will not be actively connected with the magazine as an editor, we hope that we can persuade her to contribute articles from time to time so that we may continue to benefit from the richness of her experience.—D. W. and F. M.

sorts; next, the level of intellectual ability and the special abilities and disabilities; emotional reactions—their strength, the beliefs and attitudes associated with them, their expression and control; and last, the instinctive drives—their frustrations and compensations. Personality is clearly seen, then, not as something fully developed, but as a matter of gradual growth. Behavior gives the clue to personality.

One of the most important situations in which the child finds himself is in the family, and it is there personality may be studied and modified. "The emotional inter-relationships of the family group determine atmosphere and are stimuli to personality evolution. There are two goals toward which the individual must work in the course of living which seem of primary importance in terms of the development of a strong and harmonious personality. The first is the

necessity for developing a feeling of personal adequacy to meet any problems of life. The second is the need for a feeling of security with others."

The child needs expressions of love and sympathy to establish in him a sense of security. Affectional relationships are not simple and those of the parent and child are much affected by the parent-parent relationship. "Within the family circle during the first years of life, when the child is exposed exclusively to the family, there is the all-important period for the determination of personality trends. It is

"The Family as a Builder of Personality." By Lawson G. Lowery, M.D. *The American Journal of Orthopsychiatry*, January, 1936.

Dr. Lowery defines personality as "the sum total of the reactions of the individual to all the situations which he encounters." The only way personality can be studied is through the behavior of the individual in different situations. Contributing factors in the formation of personality are: physique, physical strength, appearance, resistance to disease, and physical handicaps of all



Ella Ruth Boyce

clear that the most important elements lie in a wholesome adjustment between the parents, and wholesome emotional and intellectual attitudes on their part toward their children. There is here a very real challenge to the parents of the present in terms of their management of themselves and of the parents of the future."

"The Normal Neuroses of Childhood." By Lawrence S. Kubie, M.D., Psychiatrist, Associated with the Department of Neurology of the College of Physicians and Surgeons of Columbia University and the New York Psychoanalytic Institute. *Child Study*, April, 1936.

Mental health implies incessant struggle and it is inevitable that "transient neuroses *always* occur, even under circumstances which seem to be happy, stable, and propitious." Dr. Kubie discusses at some length the different struggles which the child undergoes under the best of circumstances and summarizes them thus: "The child's struggle is first toward the gratification of his own instinctual bodily needs, and secondly, toward a sense of adequacy in satisfying these needs and in dealing with events and people. In pursuit of his gratifications and of his sense of adequacy he becomes involved in a competitive battle which is carried out in the setting of his home and school. Out of these struggles come yearnings, frustrations, angers, fears, hates, discouragement, and depression, elation and victory. These are the inevitable struggles which occur in even the most ideal setting."

Into these inevitable difficulties come many other stresses which make it hard for him to attain mental hygiene. Dr. Kubie points out that he greatly needs the love and approval of dependable adults, for "it is largely by a safe identification with loved adults that the child builds up a sound and stable conscience as a natural part of his own psychic organization."

"Being Afraid." By Ruth Brickner, M.D., Psychiatrist of the Child Study Association's Consultation Service, and Josette Frank, Editorial Associate of the magazine. *Child Study*, April, 1936.

This article deals with fear as a universal experience but stresses the fact that each child's temperament is to be considered in dealing

with even the common fears. The authors plead for a long view with an effort to understand how fears may camouflage deeper difficulties. "Children may be as disturbed and even terrified by what they encounter within themselves as by what they encounter in the outside world. If children's fears are a mark of their weaknesses, they may also, at times, be a register of their strength. Parents may often find in these fear expressions indexes of their children's inner conflicts and guides to their developmental needs. . . . We must see courage not as an end in itself but rather as a by-product of growth and of capacity to deal with life effectively. . . . security and self-confidence are the very roots of courage."

"What Length Apron Strings?" By Farnsworth Crowder. *Hygeia*, May, 1936.

"Parents should do . . . everything they reasonably can to bridge for their children the chasm that separates infantilism from maturity, irresponsible youth from responsible adulthood, formal education from reality. It is better to know how to handle matches, to realize that fire burns, than to commit daredevil arson in innocent fun. It is better, at twelve, to know something about sex, work, money, poverty and evil than to be torn suddenly to pieces upon encountering these things at eighteen or twenty. It is better to have many a practice tilt with the big bad wolves up through youth than to be ceremoniously tossed to them for the first time on graduation day. It is better to pay out the apron strings gradually than to have them slashed unexpectedly in a spirit of angry, disillusioned revolt.

"This is dangerous advice, but life is a dangerous and wonderful business. It is not at all a service to children to try, out of affection, fear or inertia, to make them think otherwise."

"Do You Know What You May Reasonably Expect of Your Pupils?" By J. Mace Address. *Hygeia*, April, 1936.

Dr. Address pleads that teachers understand their children and deal with them in the light of their special abilities and disabilities. He recommends that every teacher read the book written by Wendell Johnson, *Because I Stutter*. Not only that she may better understand her stuttering pupils, but because, as he says, "it also sug-

gests the inner battles, with the added pathos of defeat, of many other types of children who have handicaps."

Mr. Johnson's description of his own attitude is a vivid picture: "The stutterer, if I may speak for him, does not want pity any more than he wants contempt, but he does want the understanding which the normal respect of one human being for another tends to make possible. He is an exile trying not to be also a hermit."

Dr. Andress points out how mental tests may be used to help in the understanding of children and how bright children need special consideration to keep them occupied and interested, and he gives as a rule for teaching mental hygiene that every child should be stimulated to do his best, and his efforts should be appreciated.

"Educational, Psychological, and Physiological Factors in Reading Readiness." By Charles A. Smith and Myrtle Jensen. *Elementary School Journal*, April, 1936.

The present interest in this problem is recognized with the statement that there "is an apparent conflict between common practice and the findings of research." The purpose of the

article is given as an effort to indicate "present trends in the beginning of the reading process, to indicate the more important psychological and physiological factors involved in reading, and to summarize and evaluate the evidence bearing on reading readiness.

There is need for the development of better and better tests to determine reading readiness, and for acceptance by the school of the findings of such tests. The value of experience in language is much stressed. "It is indeed putting the cart before the horse to attempt to teach the child to master and interpret the printed symbols of speech and language before we are certain that he has acquired the necessary speech and language to do so. . . . Would it be better for the child to have a year above the kindergarten for gaining speech and language experiences before turning to the printed symbols?" The author notes that here again it is of the utmost importance to recognize individual differences, since by recognizing the child's needs and possibilities, and providing for them "many defects can be prevented and cured before they do damage to the child by making difficult his adjustment to society."

The Case for Nursery Schools

(Continued from page 408)

3. "A Tentative Report of the Influence of Nursery School Training Upon Kindergarten Adjustments as Reported by Kindergarten Teachers." By Hazel M. Cushing. *Child Development*, 1934, 5: 304-305.
4. "A Preliminary Report on the Effect of Nursery School Training Upon the Intelligence Test Scores of Young Children." By Florence L. Goodenough. *Twenty-Seventh Yearbook of the National Society for the Study of Education. Nature and Nurture. Part I. Their Influence Upon Intelligence*. Bloomington, Illinois: Public School Publishing Company, 1928. Pp. 465. (Pp. 361-369.)
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7. A Comparative Study of a Nursery-School versus a Non-Nursery-School Group. By Eibel Kavin and Carolyn Hoefler. Chicago, Illinois: University of Chicago Press, 1931. Pp. ix-52.
8. "Some Effects of Nursery-School Training Upon Orphanage Children." By Helen Lois Koch and Helen Elizabeth Barrett. *Journal of Home Economics*, 1929, 21: 365-367.
9. "An Experiment in Nursery School Follow-up." By Marian W. Taylor and Gertrude G. Frank. *Childhood Education*, 1931, 7: 474-481.
10. "Comparative Frequency of Certain Communicable Diseases of Childhood in Nursery School and Non-Nursery School Children." By Ruth Updegraff. *Child Development*, 1933, 4: 298-307.
11. "Susceptibility of Nursery School Children to Certain Communicable Diseases of Childhood." By Ruth Updegraff. *American Journal Diseases of Childhood*, 1934, 48: 101-107.
12. "The Relation of Nursery School Training to the Development of Certain Personality Traits." By Mary Elizabeth Walsh. *Child Development*, 1931, 2: 72-73.
13. "The Effect of Pre-School Attendance Upon the I.Q." By Beth L. Wellman. *Journal of Experimental Education*, 1932, 1: 48-69.
14. "Some New Bases for Interpretation of the I.Q." By Beth L. Wellman. *Pedagogical Seminary and Journal of Genetic Psychology*, 1932, 41: 116-126.
15. "Growth In Intelligence Under Differing School Environments." By Beth L. Wellman. *Journal of Experimental Education*, 1934, 3: 59-83.



Editor, BETH WELLMAN

Research..

ABSTRACTS

An Analysis of Certain Forms of So-called "Nervous Habits" in Young Children. By Helen L. Koch. *Pedagogical Seminary and Journal of Genetic Psychology*, 1935, 46: 139-169.

The relative frequency with which young children tend to indulge in a variety of classes of simple, patterned, brief, more or less individual, body-directed adjustments called "nervous habits" was determined through observations. Eleven classes of "nervous" activity covering a considerable range of patterns were studied. The nervous habits included blinking vigorously, rubbing the eyes, standing on the sides of the feet, playing with fingers, manipulating scalp or hair, sucking, biting or chewing things not intended for consumption, rubbing ears, handling or wrinkling nose, squirming or tugging nonmanually at clothing, sniffing, masturbating either by means of manual stimulation or thigh rubbing and stroking or handling in a definite way some part of the body other than those already specified.

The frequency of indulgence in nervous activity remained fairly stable and consistent as between the first and last half of the year in the nursery school children studied. The subjects were 46 children 21 to 58 months of age at the beginning of the investigation. Observations were distributed so as to yield 100 half-minute samples of behavior for each of the following activities: free play indoors, free play outdoors, directed play or circle work indoors and routines such as washing the hands and taking off or putting on wraps.

There were no important sex differences except that boys indulged in more masturbatory activities and girls in more scalp and hair manipulation.

More mannerisms occurred in types of situations in which restraint was greatest or in which gross physical activity was least. Mannerisms

were more frequent in controlled play than in free play and were also more frequent in indoor play than in outdoor play.

Children who were more susceptible to constipation showed more mannerisms than those less susceptible.

There was little relationship to intelligence and few age differences. A bent toward playing alone was positively associated among boys with a tendency to masturbate and negatively associated among girls with proneness to playing with the fingers and handling the hair. That is, boys who played alone were more likely to masturbate and girls who played alone were less likely to play with the fingers and handle their hair.

The inter-mannerisms correlations were higher in the case of boys than of girls, but they were all rather low, no correlation exceeding .60. The masturbation index more frequently correlated negatively with other mannerism scores than any other index. The inter-index correlations for the boys and girls did not show the same patterns.

The findings of this study suggest that many factors are contributing to the tendencies studied. Among the influences suspected of being significant are local irritations, degree of gross body involvement in the occupations followed, boredom, internal conflict, restraint and degree of aggressiveness. These factors, if operative, seemingly affected the different classes of mannerisms in dissimilar ways.

Popularity in Preschool Children: Some Related Factors, and a Technique for Its Measurement. By Helen L. Koch. *Child Development*, 1933, 4: 164-175.

What kind of children are the popular ones in preschool? How do they differ from less popular children?

By presenting names of other children in pairs and asking the child each time to express

his preference for one or the other, Koch obtained popularity scores for seventeen four-year-old children. These scores ranged from zero to 530. They checked rather closely with the rankings of a nursery school teacher, who is described as a discriminating person. The correlation obtained was .76.

There was a tendency for the names which were presented last in the pairs to be chosen more often than those which were presented first; 68 per cent of the choices favored the last name. But when an individual was involved for whom the respondent had a decided liking or disliking, position did not direct the judgment. There was a slight tendency for boys to choose boys and for girls to choose girls, but the percentages of preference were not particularly high.

Popular children were those who complied with routines. A correlation of $.92 \pm .02$ was obtained between popularity score and teacher's rating of compliance with routine on the Merrill-Palmer scale for personality ratings. "One might speculate on the extent to which disapproval of a child's actions by the teacher may color the feeling of the other children for him and to what extent a child's lack of conformity to routines causes discomfort to his associates." (p. 172)

The parents of popular children tended to score high on the Cason Inventory of Common Annoyances. The correlation between mother's score on the inventory and popularity score of the child was $.27 \pm .18$ and that between father's score on the inventory and child's popularity

was $.41 \pm .17$. "Apparently parents who are sensitive to group standards and labor over their children to make them conform tend to develop children who are enjoyed by the members of the young society represented by our subjects." (p. 174) Parents' score on the inventory and child's score on the Merrill-Palmer scale for compliance with routine correlated .50.

The child who attacked vigorously, especially the one who struck frequently or pushed and pulled, tended to be unpopular (r 's = $-.40$ to $-.60$). It seems probable that the children disliked others who dodged the issue, ensconced themselves behind protectors and ran away when attacked or thwarted ($r = -.69 \pm .09$). They also seemed to disapprove of those who offered no resistance and were lumpish ($r = -.48 \pm .14$). They disliked particularly those who dawdled and those who refused their requests (r 's = $-.81 \pm .07$ and $-.75 \pm .08$).

Children who accepted situations gracefully, doing what others did, complying with requests, offering no resistance, waiting their turn, answering questions civilly and listening attentively were popular ($r = .51 \pm .14$). Those who tattled also seemed to be popular ($r = .48 \pm .14$). "The act of tattling is, doubtless, disliked, but the virtuous child probably has more opportunity to tattle." (p. 173)

Longer attendance in nursery school did not increase popularity, but frequency of attendance during the quarter when the judgments were being made did correlate .57 with the popularity scores.

Companionship with Nature

(Continued from page 411)

ing of unity with nature, an innate reverence that has a quieting effect is inevitable.

Handcraft, involving the utilization of materials from the natural environment, is an activity that particularly benefits the city child. How much more the little clay rabbit meant to Tommy who fashioned its long ears and chubby body from the clay he had gathered from the clay bank along the Indian trail.

Imaginative and practical tendencies are developed in the preparation of little "hum-

bugs" with grapevine tendrils for feelers, pokeweed berries for eyes, beech twigs for legs, a witch-hazel cone gall for a proboscis, and last, but not least, the fruit of the cucumber tree for an abdomen. The fact that any kind of "humbug" could be made resulted in laughs for the whole camp.

The entire camp program is one of simplicity based on the realization that nature teaches lessons that are meaningful and lasting, and that children are born naturalists with a need for experiences with nature.



News... FROM HEADQUARTERS

By MARY E. LEEPER

NEW NATIONAL OFFICERS

Many of you already know the two new national officers of the A.C.E. through their activities in the field of elementary education and in the work of the Association.



Maycie Southall

She is professor of elementary education in George Peabody College for Teachers, Nashville, Tennessee.

NEW YORK A.C.E. CONVENTION

"Genuine inspiration may be rare but one is more likely to find it somewhere at a national convention than in a swivel chair, or by staying continually in your own classroom."

Seventeen hundred and forty-eight delegates registered, six hundred others attended single sessions, twelve former presidents of the Association were present. The delegates came from 36 States, the District of Columbia, Puerto Rico, Honolulu, Siam, Japan, England, Italy, Switzerland, Australia, New Zealand, Mexico.

Catch the spirit of the 1936 Convention by reading in this issue the general report by Frances McClelland and the report of study classes and discussion groups by Madeline Horn.

Jean Betzner, the new Vice-President, representing primary grades, is assistant professor of education in Teachers College, Columbia University, New York, N.Y.

Maycie Southall, the new Secretary - Treasurer,

SAN ANTONIO IN 1937

An A.C.E. convention in the Southwest—what fun! The Time and Place Committee could not resist the call of the Lone Star State. In the spring when the blue bonnets bloom, the A.C.E. will invade Texas. The one thousand Branch members in Texas are already deep in plans for the pleasure, the comfort, and the entertainment of the delegates to the 1937 convention of the Association for Childhood Education. "Meet me in Texas" is the call for 1937.

N.E.A. KINDERGARTEN-PRIMARY DEPARTMENT

Those who attended last year's meeting of the Kindergarten-Primary Department of the National Education Association at Denver, Colorado, will be delighted to learn that this year's program at Portland, Oregon, is being arranged as a followup of the same theme.

Last year the Department celebrated its fiftieth anniversary by discussing "The New Junior (or Primary) School"—its set up, administration, skills and drills, with

Robert H. Lane, Assistant Superintendent of the Los Angeles City Schools as Chairman of Program, and Dr. Nila B. Smith of Whittier College, Dr. William H. Kilpatrick and Dr. Lois Coffey Mossman of Columbia Teachers College co-operating in the presentation and discussion.



Jean Betzner

Again this year, the theme is "The New Junior School," the discussion to center upon "The Relation of Biological and Social Environment to the Growth and Development of the Child," and "Recent Trends in and Contributions to the Curriculum Involving the Junior Child."

While arrangements are not completed, present plans indicate that this program, headed by Dr. Paul Hanna and Dr. Reginald Bell of Stanford University will prove of practical value to administrator and layman alike.

NEW A.C.E. BRANCHES

The total number of new A.C.E. Branches for 1935-36 is 44.

Groups affiliating with the national Association since the May issue of *CHILDHOOD EDUCATION* went to press are:

Lucy Wheelock Training School A.C.E., Boston, Massachusetts.

Twichell Alumnae Association, Springfield, Massachusetts

Kindergarten Alumnae of Maxwell Teachers College, Brooklyn, New York

East Tennessee State Teachers College A.C.E., Johnson City, Tennessee

Polk County A.C.E., Copperhill, Tennessee.

A.C.E. BOOTH AT PORTLAND

Members of the Oregon Association for Childhood Education will direct the A.C.E. booth at the meeting of the National Education Association in Portland this summer. Helen M. Reynolds, President of the National A.C.E., and prominent leaders in Washington and Oregon will act as hostesses.

The booth is there for two purposes: 1. To familiarize teachers attending the convention with the publications and activities of the Association. 2. To serve as a meeting place for those particularly interested in early childhood education.

If you are planning to attend the meeting in Portland, and we hope many of you are, plan now to use the A.C.E. booth as a place to meet your friends.

ELLA IMOGENE CASS

Word has been received of the death of Miss Ella Imogene Cass in Boston on December 22, 1935.

For many years Miss Cass was associated with

the New York Kindergarten Association and for a brief period she taught in the Froebel League of this city. From there she went to Boston to be Co-principal with Miss Harriet Niel in her Training School, until it was discontinued.

Miss Cass will be remembered by her many friends as an outstanding guide and teacher of little children, a unique inspiration to her students, and a loyal friend to all who touched her life.

VACATIONING AT VASSAR

The Summer Institute of Euthenics for the study of the family will hold its eleventh session from July 2 to August 13, 1936, at Vassar College, Poughkeepsie, New York, offering parents and teachers a real vacation as well as a time for study. The Children's School for children from two to eight years of age will enroll youngsters whose parents attend the six weeks session. This year there will be a special course in nursery and elementary education for teachers interested in a twenty-four hour program for young children.

For full information write the Director, Summer Institute of Euthenics, Vassar College, Poughkeepsie, New York.

STUDY PLUS A VACATION

The Child Development Institute of Teachers College, Columbia University, offers a few graduate students an opportunity to combine a delightful vacation with continued professional training in the form of field work in child development and parent education at Bantam Lake, Connecticut, from July 1 to August 31. For further information, write Ernest Osborne, Child Development Institute, Teachers College, Columbia University, New York City.

BEGINNERS' DAY PROGRAM

The Beginners' Day Program in North Carolina is a state-wide project planned for the purpose of securing information concerning the child at school entrance. In cooperation with the Parent-Teacher Association a one-day program is planned and held during the spring term in centrally located schools while they are in session. Parents bring the child to school for enrollment, for examinations and for introduction into first grade work. Normal progress for the child through the first year's work is assured to a greater extent when the teacher and parents

have a better understanding of the child's present equipment and needs.

This program is directed by the Division of Instructional Service, State Department of Public Instruction, Raleigh, N.C. Inquiries relative to it should be addressed to this Division.

FRENCH NURSERY SCHOOLS

Everyone interested in the nurture and training of young children and those wishing information about French Nursery Schools will welcome a report written by Miss F. Hawtrey of England called, "French Nursery Schools." This report is published by J. M. Dent & Sons, Ltd., London, price one and six. This report, covering 88 pages was written by Miss Hawtrey after visits paid by her in 1935 to a number of schools in France.

EDNA DEAN BAKER IN CANADA

The Kindergarten Section of the Ontario Educational Association met in Toronto recently. This session celebrated the seventy-fifth anniversary of the founding of the Kindergarten Section. Members of the primary section of the Association were special guests. Edna Dean Baker gave the greetings of the Association for Childhood Education and spoke on the topic,

"The Relation of the Kindergarten to Newer Movements in Childhood Education."

N.C.P.E. FIFTH BIENNIAL CONFERENCE

On November 11 to 14, 1936, the National Council of Parent Education will sponsor a congress of workers in education for family life and parenthood, in connection with its regular biennial conference and business meeting. The congress will be held in Chicago. For further information write to the National Council of Parent Education, 60 East 42nd Street, New York City.

VACATION COURSE IN LONDON

The fifteenth session of the City of London Vacation Course in Education will be held from July 25 to August 8 next.

The course will provide a delightful holiday in London, with lectures on English teaching methods, visits to places of historic interest, addresses from distinguished men and women of the day and a program of entertainment.

The full prospectus of the course will be sent on application to Mr. Hugh W. Ewing, M.A., Secretary, The City of London Vacation Course in Education, Montague House, Russell Square, London, W.C. 1, England.

Editors' Notes

EDITORIAL COMMENT

John A. Hockett who prepared the editorial, "Vacation Planning," for this issue is lecturer in education at the University of California in Berkeley. He is also a member of the editorial board of CHILDHOOD EDUCATION.

Ward W. Keesecker who contributed the editorial, "Legislative Literacy for Teachers," is specialist in school legislation, U. S. Office of Education, Washington, D.C.

CORRECTIONS AND APOLOGIES

The name of Robert Davis, composer of the cantata, *The Prince of Peace*, from which "The Friendly Beasts" was taken and the notation, "Copyright, 1920, by The H. W. Gray Company. Used by permission," should have been

included on the frontispiece page of the December, 1935, issue. We regret the omission of this information.

A misquotation on page 376 in the May, 1936, issue in the review of the article, "Am I as a Teacher a Well Adjusted Person?" by J. Mace Andress, from the March issue of *Hygeia* is called to your attention. The sentence which says: "There are fussy teachers who insist on non-essentials and are therefore constantly meeting with disappointment because they effect accomplishments which are often impossible" should read: "There are fussy teachers who insist on non-essentials and are therefore constantly meeting with disappointment because they expect accomplishments which are often impossible."

Wanted, Copies of the May, 1935, issue of CHILDHOOD EDUCATION

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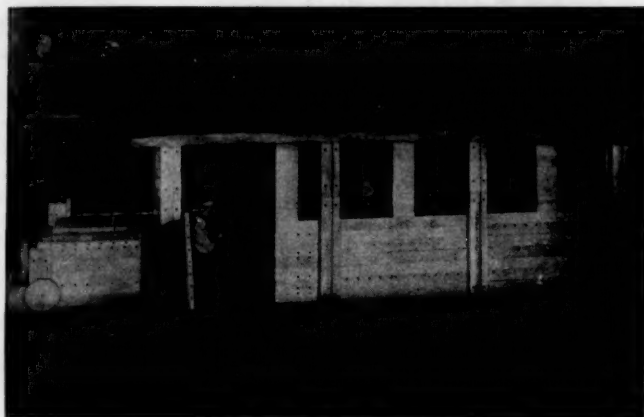
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